

Multnomah Education Service District
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Multnomah ESD Local Service Plan

2011-2012

***Program and Services Proposal
In Accordance with ORS 334.175***



Multnomah Education Service District
A Regional Cooperative Opening Doors to Education

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INTRODUCTION

The 2011-2012 Local Service Plan (LSP) is recommended for approval by resolution of the Boards of the component districts of Multnomah Education Service District. To become effective this LSP must be approved annually by March 1 by two-thirds of the Boards, representing a majority of students enrolled in Multnomah County school districts.

These program and service proposals continue MESD's effort to provide maximum choice and flexibility to meet individual district needs. The LSP has been presented to the Superintendents' Council and is consistent with the parameters established by the Multnomah Education Service District Board of Directors.

The LSP is essentially a menu of options. Component districts are asked to approve the full compliment of programs and services. This approval constitutes the authorization for Multnomah Education Service District to build capacity to make these programs and services available. The actual selection of services and use of resolution funds to pay for selected services remains at the discretion of each district.

Shared Service Cooperative

Multnomah ESD is a member of a Shared Services Cooperative whose five member ESDs have agreed to make their services available to all school districts within their combined service area at the same cost, beginning with their 2011-2012 local service plans.

These ESDs have agreed in principle that school districts may purchase shared services within the cooperative using resolution funds, which the ESDs will account for. In practice, this will vary across ESDs depending upon existing agreements with their component school districts. For more information about how this will be implemented in Multnomah ESD, contact Superintendent Hitchcock.

School districts may also use general fund resources to purchase services within the Shared Services Cooperative. In either case, districts may now contact cooperating ESDs directly to arrange for services.

The other ESDs in this cooperative are Clackamas, Columbia Gorge, Northwest Regional and Willamette. The initiation date of shared services is a local decision and may vary by ESD; and the availability of shared services may depend upon the development of additional capacity as this collaboration grows.

Links to access additional information about the services available within the five Shared Services Cooperative will be available on each ESD website by January 3, 2011.



RON HITCHCOCK
Superintendent
Multnomah Education Service District

MULTNOMAH EDUCATION SERVICE DISTRICT

2011-2012 RESOLUTION SERVICES PROPOSED PLANNING SCHEDULE

I. STRUCTURE

- A. Maintain Advisory Committee structure
- B. Maintain resolution development procedures with adjusted time schedule

II. SCHEDULE

- A. **January ⇔ December 2010**
 - Advisory Committees discuss changing needs/service models
- B. **December 17, 2010**
 - Superintendents receive *Resolution Services Proposed Planning Schedule*
- C. **December 17, 2010**
 - *Local Service Plan (LSP)* and Proposed Board Resolution distributed to Superintendents
- D. **December 21, 2010**
 - *LSP* approval by MESD Board of Directors
- E. **February 18, 2010**
 - Superintendents review and amend *Annual MESD Resolution Process Agreements and Understandings*
 - MESD provides initial revenue projections and apportionment
 - MESD provides *District Service Plan (DSP)*
 - MESD provides pricing spreadsheet for *DSP*
- F. **January ⇔ February, 2011**
 - Component District Boards act on *LSP*
 - **Statutory Deadline: March 1**
- G. **February ⇔ March 2011**
 - MESD meets individually with districts to complete initial *DSP*
- H. **April 15, 2011**
 - Component Districts combined *DSP* selections and updated revenue projections presented to Superintendents
- I. **May 13, 2011**
 - Districts submit final *DSP* selections

**ADOPTION OF MULTNOMAH ESD
PROGRAMS AND SERVICES PROPOSALS
FOR 2011-2012**

_____ SCHOOL DISTRICT NO. _____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. _____ on the _____ day of _____, 2011, in the manner proposed by law, and has not been altered or repealed.

DATED this _____ day of _____, 2011.

Superintendent/Deputy Clerk
School District No. _____

RESOLUTION

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of _____ School District No. _____, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2011-2012 Local Service Plan - Multnomah Education Service District, EXCEPT:

**(Specify here each and every program not approved.
If all are approved, please indicate "none".)**

Please note that in the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.

Department of Instructional Services

Resolution, Contract, and Grant Programs

- Alpha School
 - High School Program
 - Middle School Program
 - Alpha Evening School Program
- Alpha School GED Program ****New Program****
- Curriculum Services
 - Classroom Law Project (CLP)
 - School Improvement
- Helensview
 - Phoenix : Pregnant and Parenting Students
 - Turnaround/PRIDE
 - RISE
 - Trellis
- Home School Notification
- Incarcerated Youth Program
- Migrant Education Program
- Non-English Speaking Students
- Outdoor Schools
 - Sixth Grade Offerings
 - Level 1: Outdoor School
 - Level 2: Modified Outdoor School - Five Days, Four Nights
 - Level 3: Modified Outdoor School - Four Days, Three Nights
 - Level 4: Field Science Experience
 - Level 5: Snapshot of Science
 - Fifth Grade Offering: Investigating Our World
 - Fourth Grade Offering: Oregon Trail Overnight
 - Third Grade Offering: Wetlands and Waterways
 - Second Grade Offering: Exploring Nature
 - Seventh Grade Offering: Passages Through Time -
Five Days, Four Nights ****New Program****
- Positive Behavior Support
- Arata creek
 - Social Emotional Skills Program
- Student ASsessment Services (SAS)
- Alternative Pathways (A TRIO/Talent Search Grant)
- Donald E. Long Program
 - Custody Services
 - Treatment Program



Alpha School High School Program

Alpha High School is a school-to-work program serving the needs of students who have been unsuccessful in a traditional high school setting. Alpha supports component districts' school improvement and retention efforts by providing an additional alternative education option.

Primary goals are:

1. Provide an educational program to learn social and job readiness skills
2. Earn academic credit toward an Oregon Standard High School Diploma and/or other related diploma options (Modified, Extended and Alternative Certificate)
3. A career development program that provides a variety of work-related experiences

Component districts have requested expanded placements for struggling students. Alpha accommodates this request by providing additional behavior intervention support and other support needs for struggling students. Individualized instruction and work experience opportunities are offered based on student needs. Services are available to meet the needs of English Language Learners (evaluating ELL students, providing English Language Development (ELD) instruction and administering the ELPA assessment) and students with disabilities.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

School-to-Work:

- Hands-on career experience is provided through partnerships with over 200 community businesses
- Specialized career opportunities (apprenticeships, focused curriculum at job sites and community college programs, computer training classes, paid internships) provide emphasis on job readiness and retention skills
- Work experience in seven career areas before selecting a career pathway
- Job site experiences are used as a resource for student projects
- Service learning activities combine academic and life-skill learning and career development
- Expanded on-site career development opportunities

Academic Instruction:

- Smaller classes provide ability to design individually tailored academic work
- Credit is earned toward a standard high school diploma
- Administration of all required state assessments

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**Alpha School
High School Program
(continued)**

Description of Services (continued):

Technology:

- Instruction in utilizing technology to complete research based projects, reports, job applications, resumes, etc.

Counseling:

- Counseling component provides anger management, group counseling, alcohol and drug intervention, and emphasis on interpersonal relationship skills and positive self-development
- Environment that fosters tolerance, understanding and mutual respect among students
- Students gain collaboration and teamwork skills, and life skills needed to succeed in the classroom, in relationships, and in the workplace

Other Educational Opportunities:

- Component districts can enroll students on a part time or short-term basis
- Credit for Proficiency and on-line learning opportunities are available for students close to graduation, in need of credit recovery, and/or different options for earning credit towards graduation that are unavailable at the home high school

Alpha Conservation Corps (ACC):

Engage students in hands-on environmental projects that promote civic, personal and professional values in conjunction with science curriculum in the classroom. The Oregon Youth Conservation Corps (OYCC) grant provides essential financial support for this program. General purposes of the OYCC are:

- Establish a disadvantaged and at-risk youth work program in order to perform conservation work of public value
- Provide a means of needed assistance to protect, conserve, rehabilitate and improve the natural, historical and cultural resources of the state
- Increase educational training and employment opportunities by improving work skills, instilling a work ethic and increasing employability

Statement of Positive Outcomes:

- Increased graduation rate
- Increased school retention
- Increase in number of students who meet Oregon diploma requirements
- Increase in number of students involved with structured work experience and attainment of job/employment skills
- Increase in skills of conflict resolution
- Competency in work readiness skills
- Competency in personal management, communication, problem-solving and teamwork
- Career portfolio
- Student education plan and profile
- Senior project with an individualized plan for next steps to success
- Decrease in number of students involved with alcohol and drugs
- Retention of State School Funds; component districts receive ADMw for each student served

Alpha School Middle School Program

Alpha Middle School Program serves students in grades 6 through 8 who may have behavior problems, been expelled from component districts, are at-risk of expulsion or have drug and alcohol issues. The length of time each student remains in the program is determined by readiness criteria. The decision to remain or return to the home school is made collaboratively by school staff, the component district and parents.

Component districts have requested expanded placement for struggling students. Alpha accommodates this request by providing additional support for behavior intervention or other issues affecting struggling students. Services are available to meet the needs of English Language Learners (evaluating ELL students, providing English Language Development (ELD) instruction and administering the ELPA assessment) and students with disabilities. Classroom instruction for a student involves a service delivery model which is student-centered and supported by teachers, parents and other community-based programs and services.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Full day program
- Customized instruction to meet individualized needs
- Assessment of behavioral needs upon entrance to the program
- "Personalized Education Plan" focusing on behavioral, academic and interpersonal goals established between staff and student to increase the student's likelihood of success
- Opportunities to explore reasons students are expelled and/or unsuccessful, and equip with new skills necessary to survive in a school environment
- Long-term goals established to ensure successful return to their home schools or other alternative placement
- Instruction in basic skill and core content areas
- Full-time counseling addressing behavioral or emotional problems and changing negative behaviors
- Violence prevention, anger-management and conflict resolution skills
- Administration of all required state assessments
- Development of team building, decision-making and goal setting
- Alcohol and drug intervention, education and support groups
- Service learning opportunities providing participation in projects which benefit the community, giving a directed, hands-on approach to learning that is relevant
- Opportunities to reflect on personal behaviors, collaboration and teamwork
- Cultural and gender specific support groups
- Gang prevention/intervention

**Alpha School
Middle School Program
(continued)**

Statement of Positive Outcomes:

- Increase in retention
- Increase in number of students involved with service to the community
- Increase in conflict resolution skills
- Decrease in number of students involved with drugs and alcohol
- Decrease in violence-related incidents
- Retention of State School Funds; component districts receive ADMw for each student served
- Intervention and skill-guiding opportunities for students whose behaviors demonstrate a need of support in academic remediation, anger management, substance abuse, time management and violence prevention

Alpha School

Alpha Evening School Program

Alpha Evening School serves the needs of students who have been unsuccessful in a traditional high school setting, whose schedule does not work with a traditional school day, or is in need of credit retrieval options. This is a part time program from 4:00 to 8:00 p.m.

Primary goals are:

1. Provide an educational program to earn academic credit toward an Oregon Standard High School Diploma and/or other related diploma options (Modified, Extended and Alternative Certificate)
2. Provide opportunities to learn social and career-readiness skills
3. Provide a variety of work-related experiences

Alpha supports component districts' school improvement and student retention efforts by providing an additional alternative education option. Component districts have requested expanded placements for struggling students. Alpha offers individualized instruction and work experience opportunities based on student needs. Services are available to meet the needs of ELL English Language Learners (evaluating ELL students, providing English Language Development (ELD) instruction and administering the ELPA assessment) and Special Education students with disabilities.

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

School-to-Career:

- Instruction in developing a career portfolio while learning skills and information leading to specialized career opportunities (apprenticeships, focused curriculum at job sites and community college programs, computer training classes, paid internships)
- Emphasis on job readiness and retention skills

Academic Instruction:

- Smaller classes provide the ability to design individually tailored academic work
- Credit is earned toward a standard high school diploma

Technology:

- Instruction in utilizing technology to complete research based projects, reports, job applications, resumes, etc.

Other Educational Opportunities:

- Component districts can enroll students on a part time or short-term basis
- Credit for Proficiency and on-line learning opportunities are available for students close to graduation, in need of credit recovery, and/or different options for earning credit towards graduation that are unavailable at the home high school

AlphaSchool
Alpha Evening School Program
(continued)

Statement of Positive Outcomes:

- Increased graduation rate
- Increased school retention
- Increase in number of students who meet diploma requirements
- Increase in number of students involved with structured work experience and attainment of job/employment skills
- Increase in skills of conflict resolution
- Competency in work readiness skills
- Competency in personal management, communication, problem-solving and teamwork
- Career portfolio
- Student education plan and profile
- Senior project with an individualized plan for next steps to success
- Decrease in number of students involved with alcohol and drugs
- Retention of State School Funds; component districts receive ADMw for each student served

**Alpha School
GED Program
*** New Program *****

Alpha School's General Education Development (GED) Program is a full-time school program serving the needs of students who have been unsuccessful in a traditional high school setting but still plan on furthering their educational options.

Primary goals are:

1. Provide educational services to learn academic skills and knowledge
2. Preparation for passing the GED test sections in order to earn a GED Certificate
3. Provide a venue for students to take the GED Tests
4. Continue to earn credit toward an Oregon Standard High School Diploma and/or other related diploma options (Modified, Extended and Alternative Certificate) with the intent for possible reengagement in school
5. Provide an educational program to learn social, job readiness skills, and career skills
6. A career development program that provides a variety of work-related experiences
7. Transition services to community college, trade school, or training programs

Component districts have requested expanded placements for struggling students. Alpha accommodates this request by providing additional behavior intervention support and other support needs for struggling students and students no longer engaged in a regular school setting. Individualized instruction and work experience opportunities are offered based on student needs. Services are available to meet the needs of English Language Learners (evaluating ELL students, providing English Language Development (ELD) instruction and administering the ELPA assessment) and students with disabilities.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): New Program

Description of Services:

Academic Instruction:

- Specific skills and knowledge targeted in content areas to pass GED test sections
- Cohort learning with flexibility for individualized plans
- Students assessed at their ability level with opportunities to take practice tests
- Smaller classes provide ability to design individually tailored academic work
- Credit is earned toward a standard high school diploma
- Students can earn credit toward a standard high school diploma or other related diploma options

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**Alpha School
GED Program
(continued)**

School-to-Work Transition:

- Career exploration internships with exposure to a variety of trades, vocations, and training programs
- Hands-on career experience is provided through our community businesses partners
- Specialized career opportunities (apprenticeships, focused curriculum at job sites and community college programs, computer training classes, paid internships) provide emphasis on job readiness and retention skills
- Increase educational training and employment opportunities by improving work skills, instilling a positive work ethic and increasing employability
- Work experience in a variety of career areas prior to selecting a career pathway
- Job site experiences are used as a resource for student projects
- Service learning activities combine academic and life-skill learning and career development
- Expanded on-site career development opportunities

School-to-Postsecondary Transition:

- Enrollment in Alternative Pathways
- Transition planning to college, training programs and trade schools
- College and trade school visitations
- Support for financial aid and scholarship applications

Technology:

- Instruction in utilizing technology to learn academic skills and knowledge, recover credits, complete projects, access career information surveys, job applications, resumes, career portfolios, etc.

Counseling:

- Counseling component provides anger management, group counseling, alcohol and drug intervention, and emphasis on interpersonal relationship skills and positive self-development
- Environment that fosters tolerance, understanding and mutual respect among students
- Students gain collaboration and teamwork skills, and life skills needed to succeed in the classroom, in relationships, and in the workplace

Other Educational Opportunities:

- Component districts can enroll students on a part time or short-term basis
- Credit for Proficiency and on-line learning opportunities are available for students

Statement of Positive Outcomes:

- Possible reengagement into a diploma program
- Increased school retention
- Increase in number of students involved with structured work experience and attainment of job/employment skills
- Increase in skills of conflict resolution

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Statement of Positive Outcomes (continued)

- Competency in work readiness skills
 - Competency in personal management, communication, problem-solving and teamwork
 - Career portfolio
 - Student education plan and profile
 - Individualized plan developed for next steps to success
 - Decrease in number of students involved with alcohol and drugs
- Retention of State School Funds; component districts receive ADMw for each student served

Curriculum Services Classroom Law Project (CLP)

Law related programs, services and support services are provided to teachers, students and identified component district staff to support curriculum and instructional needs. Individual plans are developed to outline the agreed upon law related services and programs that will be provided to meet the needs of participating component districts.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

Programs for Teachers:

- Fall conference with workshops on current civics issues and instructional materials
- Street Law: classroom assistance from law students for high school students
- Free class sets of We the People textbooks and teacher training for grades 5, 8 and high school on the Constitution and Bill of Rights
- Intensive week-long summer institute training for graduate credit

Programs for Students:

- Court tours for grades 5-12
- Law Day conferences for high school students on current legal issues
- Statewide Mock Trial competition for high school students; a non-competitive event for metro area schools and assistance for elementary through high school classes in selection of cases and set up
- High school students participate in the We the People Competition; a mock congressional hearing discussing topics from the texts with community leaders
- Assistance in conducting a non-competitive hearing for 5th and 8th grade classes

Support Services:

- Assistance in developing a Youth Summit on juvenile crime and violence
- Inservice training and consultation with teachers on new materials or topics
- LEXpress newsletter published four times a year
- Wide variety of program materials available through the lending library
- Teacher consultations and assistance including instruction in strategies and an introduction of relevant curriculum for the implementation and integration of the new K-12 civics standards
- Training and ongoing support for Measure 11 lesson plans for middle and high schools

Statement of Positive Outcomes:

- Deliver law related curriculum and instructional programs/services utilizing CLP staff and resources
- Utilize MESD curriculum staff to assist with current information and assistance with special projects
- Access to a wide variety of resources , instructional materials and consultative services

Curriculum Services School Improvement

Consultation, planning, and/or professional development services are provided to support curriculum development, implementation of federal No Child Left Behind (NCLB) and other state education initiatives. NCLB, state requirements and other identified issues are a priority for assistance. Other areas may be identified by need and prioritized by component districts.

Coordinate work of Oregon School Improvement Coaches working with component districts in order that targeted schools meet AYP and the expansion of professional development opportunities to include Oregon Data Project training at school sites and further roll out to schools of Common Formative Assessment training.

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

- High quality and high impact Professional Development
- Facilitate training and visitations at Professional Learning Community (PLC) schools for deeper implementation of PLC concepts
- Develop and provide access to a variety of literacy based resources
- Facilitate regional network for secondary literacy coaches
- Facilitate provision of regional AVID DATA training for component districts implementing AVID
- Plan regional level support activities/trainings to meet identified needs (AVID, AP, etc.)
- Expand training opportunities for middle and high school science and math teachers in common formative assessments
- Facilitate integration of Oregon Data Project strategies into school-based professional learning teams and data teams
- Facilitate implementation of the new Oregon High School Diploma requirements
- Assistance and coordination of a variety of specified projects identified and prioritized by the Curriculum and Instruction Advisory Committee
- Establish partnerships with local community colleges, universities, and related educational agencies (ODE, NWREL, etc.)
- Research assistance on literacy or other curriculum based topics/issues
- Facilitate and support the placement of OSIFs in schools that are designated as in "need of improvement " as per NCLB
- Assistance with locating, writing, facilitating and implementing grants and grant opportunities on behalf of our component districts
- Other needs may be discussed and agreed upon by component district representatives and MESD Curriculum Coordinator and/or Director of Instructional Services

***Curriculum Services
School Improvement
(continued)***

Statement of Positive Outcomes:

- Benefit from technical assistance on curriculum, instruction, assessment and professional technical areas that are related to meeting state requirements
- Consistent high quality, high impact professional development services
- Liaison to ODE for assistance on basic school program and reform related initiatives
- Consultative services are available for assistance with school improvement or professional development planning to include coordination with the Oregon OSIF program
- Increased options available for students to gain high school credit, increase on-time graduation and decrease dropouts
- Strengthening the educational programs of component districts in alignment with federal and state education requirements and school improvement practices
- Training in the development of Essential Skills Work Samples; Reading and Writing for secondary high schools
- Facilitate the transition from a paper/pencil test to the Oregon Assessment of Knowledge and Skills (OAKS) on-line assessment.

Helensview

Phoenix : Pregnant and Parenting Students

Extensive educational and social services support for pregnant/parenting students identified as being in high-risk situations. Many students in this program have been out of school or struggling with sporadic attendance, have histories of school failure even before they became pregnant, sexual abuse, domestic violence, gang involvement, and experience difficulty with depression and suicidal ideation. Most require intense support around pre-natal, parenting, other critical health issues and many require assistance with interventions for multiple pregnancies. Most students need intense support to develop job interest and skills, particularly in a career that will provide them with a "living" wage.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Oregon Standard High School Diploma and/or other related diploma options (Modified, Extended and Alternative Certificate)
- Administration of all required state assessments
- Therapeutic and counseling services
- Drug and alcohol assessments and counseling
- Mental Health assessments, medication management, referral and follow-up
- Adult and Family Services (AFS) eligibilities and case management
- Oregon Health Plan (OHP) eligibilities established on-site
- State Certified Child Development Center for children of students
- Instruction in digital music and recording
- Instruction in technology and computers
- Hands-on trades instruction
- Registered Nurse on-site
- Psychiatric Nurse Practitioner on-site
- Birth and family planning
- Child Care Center on-site
- Prenatal and parenting classes
- Home visits and tracking services for the purposes of retention
- Independent housing classes and housing assistance
- Bi-lingual education
- English language assessment and English Language Development (ELD) instruction
- Theft intervention/prevention groups
- Gang prevention/intervention
- Gender and culturally specific support services
- Service learning and community based work experience
- Job training, placement and support
- Transition services to post-secondary training and education programs
- Assistance with post-secondary and college placement financial aid and scholarships
- Assistance with post-secondary and college assessments and completion of courses
- IEP re-eligibility, annual reviews and implementation
- Bus tickets and passes provided at no cost

(continued on next page)

***Helensview Phoenix
Pregnant and Parenting Students
(continued)***

Description of Services (continued):

- Breakfast, lunch and healthy snacks for students and their children provided at no cost
- Tutoring Program
- Flexible school schedules
- Three to five week summer program offered with childcare

Statement of Positive Outcomes:

- Increased attendance and retention
- Increased graduation rates
- Increased number of healthy infants and children (0-4)
- Increased achievement in applied and functional academics
- Increased rates of student employment
- Increased parenting education, social services support, and health and medical care
- Increased participation in post-secondary training and education programs
- Increased economic self sufficiency after graduation
- Increased participation in pro-social behaviors and activities
- Improved demonstration of appropriate interpersonal skills
- Lower rates of first-time criminal offenses
- Lower rates of recidivism for repeat offenders
- Decrease in violence related incidents
- Retention of State School Funds; component districts receive ADMw for each student served

Helensview Turnaround/PRI DE

Turnaround specializes in providing educational and support services for youth aged 12- 21 that have not been successful in other conventional and alternative settings. Students are from Portland Schools that have not experienced success in other settings. They are at-risk for dropping out, have already left, or have been expelled. Most students report they “hate” school and many have school avoidance behaviors. Many are struggling with anger issues, substance abuse issues, gang involvement and little external or family support systems in place. Many are diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), and learning disabilities as well as more serious mental health issues of Conduct Disorder and Oppositional Defiant Disorder. Most appear lost, struggling to find a sense of belonging. Turnaround youth are extremely at-risk for pregnancies, involvement in the justice system and falling deeper into more acting-out and/or dangerous behaviors. The program addresses all of these issues.

PRI DE serves youth that have serious learning, behavioral and mental health issues. Most are referred from Columbia School. Many have histories of treatment in multiple residential facilities. Coupled with mental health issues, most are gang involved, drug involved and demonstrate dangerous behaviors both to themselves and others. Many don't yet have the ability to steer away from situations where they can be exploited or put in life-threatening situations. PRI DE students receive extremely intense support and care to address their needs.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Oregon Standard High School Diploma and/or other related diploma options (Modified, Extended and Alternative Certificate)
- Administration of all required state assessments
- Individualized instruction to meet student needs
- Functional Behavioral Assessment and implementation of behavioral interventions as needed
- Personalized education plan focusing on behavioral, academic and interpersonal goals established between staff and student as necessary to increase likelihood of success
- Affective education and cognitive re-structuring curriculum
- Home visits and tracking services for the purposes of retention
- Psychiatric Nurse Practitioner on-site
- Assisted transition back into home school as appropriate
- Instruction in basic skill and core content areas
- Special Education services, including IEP re-eligibility, annual reviews and implementation
- Mental Health assessments, medication management, referral and follow-up
- Full-time counseling addressing behavioral or emotional problems, and changing negative behaviors

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**Helensview
Turnaround/PRIDE
(continued)**

Description of Services (continued):

- Violence prevention, anger management and conflict resolution skills
- Development of team building and decision-making skills
- Alcohol and drug assessment, intervention, education and support groups
- Service learning and community based work experience
- Cultural and gender specific support groups
- Gang prevention/intervention
- Theft prevention and intervention
- Instruction in digital music and recording
- Instruction in technology and computers
- Hands-on trades instruction
- Registered Nurse on-site
- Independent housing classes and housing assistance
- Bi-lingual education
- English language assessment and providing English Language Development (ELD) instruction
- Job training, placement and support
- Transition services to post-secondary training and education programs
- Assistance with post-secondary and college placement financial aid and scholarships
- Assistance with post-secondary and college assessments and completion of courses
- Bus tickets and passes provided at no cost
- Breakfast, lunch and healthy snacks for all students and their children provided at no cost
- Tutoring program
- Flexible school schedules as needed
- Three to five week summer program offered

Statement of Positive Outcomes:

- Increased attendance and retention
- Increased graduation rates
- Improved demonstration of appropriate interpersonal skills
- Increased participation in pro-social behaviors and activities
- Increased achievement in applied and functional academics
- Increased rates of student employment
- Increased parenting education, social services support, health and medical care
- Increased participation in post-secondary training and education programs
- Increased economic self sufficiency after graduation
Decrease in violence-related incidents
- Lower rates of first-time criminal offenses
- Lower rates of recidivism for repeat offenders
- Increased achievement in applied and functional academics

Helensview RISE

RISE specializes in providing educational and support services for youth, aged 12-21, who have not been successful in other conventional and alternative settings, who are close to dropping out or have dropped out already, and/or have typically experienced chronic school failure in a number of settings. Students are usually estranged from school, are often transient and have few, if any, support systems in place. They are often diagnosed with depression and typically self-medicate with drugs to cope. They usually appear "rootless" with little ability to settle. Most are struggling to find an identity and many live on the fringes of gang life or have just been newly "jumped in." Several are identified as having Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) learning disabilities. Some have been diagnosed with more serious mental health issues such as; Oppositional-Defiant Disorder, Conduct Disorder and Post Traumatic Stress Disorder (PTSD). These youth are seriously at-risk for pregnancies, involvement with Adult and Juvenile Community Justice and increased involvement in anti-social and violent activities. The RISE Program addresses all of these issues.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modification

Description of Services:

- Oregon Standard High School Diploma and/or other related diploma options (Modified, Extended and Alternative Certificate)
- Administration of all required state assessments
- Individualized instruction to meet student needs
- Behavioral assessments and interventions as needed
- Personalized education plan focusing on behavioral, academic and interpersonal goals established between staff and student as necessary to increase the student's likelihood of success
- Implementation of Parole or Probation Plans
- Home visits and tracking services for the purposes of retention
- Instruction in basic skill and core content areas
- Special Education services, including IEP re-eligibility, annual reviews and implementation
- Mental Health assessments, medication management, referral and follow-up
- Full-time counseling addressing behavioral or emotional problems, and changing negative behaviors
- Violence prevention, anger-management and conflict resolution skills
- Psychiatric Nurse Practitioner on-site
- Development of team building and decision-making skills
- Alcohol and drug assessment, intervention, education and support groups
- Service learning and community based work experience

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**Helensview RISE
(continued)**

Description of Services (continued):

- Cultural and gender specific support groups
- Gang prevention/intervention
- Theft intervention/prevention
- Instruction in digital music and recording
- Instruction in technology and computers
- Hands-on trades instruction
- Registered Nurse on-site
- Independent housing classes and housing assistance
- Bi-lingual education
- English language assessment and providing English Language Development (ELD) instruction
- Job training, placement and support
- Transition services to post-secondary training and education programs
- Assistance with post-secondary and college placement financial aid and scholarships
- Assistance with post-secondary and college assessments and completion of courses
- Bus tickets and passes provided at no cost
- Free breakfast, lunch and healthy snacks for all students and their children provided at no cost
- Tutoring program
- Flexible school schedules as needed
- Three to five week summer program offered

Statement of Positive Outcomes:

- Increased attendance and retention
- Increased graduation rates
- Improved demonstration of appropriate interpersonal skills
- Increased participation in pro-social behaviors and activities
- Increased achievement in applied and functional academics
- Increased rates of student employment
- Increased parenting education, social services support, health and medical care for each student
- Increased participation in post-secondary training and education programs
- Increased economic self sufficiency after graduation
- Decrease in violence-related incidents
- Lower rates of first-time criminal offenses
- Lower rates of recidivism for repeat offenders

Helensview Trellis

Trellis specializes in providing educational and support services for students aged 12 to 21 returning to the community from state custody and/or students that are on probation and parole. Students are at risk for further offenses, continued or more serious involvement with Adult and Juvenile Community Justice and the Oregon Youth Authority. They have typically been charged or convicted with an array of property and personal crimes ranging from minor misdemeanors to major felonies.

A significant number of Trellis youth display serious anti-social, angry, and disordered behavior upon entry to Helensview. Many have been incarcerated and often demonstrate behaviors commonly associated with “career” adult criminals. Many have been diagnosed with multiple mental health disorders, with the most common being Conduct Disorder, Oppositional-Defiant Disorder and Anxiety and Adjustment Disorders. A majority are identified as having some sort of learning disability.

Most are intensely gang involved with long histories of gang associations in the Portland community. Many have histories of drug distribution and drug use. Most Trellis youth are still trying to “work the system” even after their release. Typically, these youth attempt to continue criminal behavior even while on parole/probation because it appears to be an ingrained response to what they have learned or all they think they know. They require intensive support, monitoring and supervision with an emphasis on breaking patterns of criminal thinking and behavior. Program services are hard-hitting and delivered in a strong, direct, yet supportive nature.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Oregon Standard High School Diploma and/or other related diploma options (Modified, Extended and Alternative Certificate)
- Administration of all required state assessments
- Individualized instruction to meet student needs
- Behavioral Assessments and implementation of behavioral interventions as needed
- Personalized education plan focusing on behavioral, academic and interpersonal goals established between staff and student as necessary to increase the student’s likelihood of success
- Implementation of Parole or Probation Plans
- Cognitive re-structuring curriculum focused on interrupting criminal thinking and behavior
- Psychiatric Nurse Practitioner on-site
- Home visits and tracking services for the purposes of retention
- Instruction in the basic skill and core content areas

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Helensview : Trellis
(continued)

Description of Services (continued):

- Special Education services, including IEP re-eligibility, annual reviews and implementation
- Mental Health assessments, medication management, referral and follow-up
- Full-time counseling addressing behavioral or emotional problems, and changing negative behaviors
- Violence prevention, anger-management and conflict resolution skills
- Development of team building and decision-making skills
- Alcohol and drug assessment, intervention, education and support groups
- Service learning and community based work experience
- Cultural and gender specific support groups
- Gang prevention/intervention
- Theft intervention/prevention
- Instruction in digital music and recording
- Instruction in technology and computers
- Hands-on trades instruction
- Registered Nurse
- Independent housing classes and housing assistance
- Bi-lingual education
- English language assessment and providing English Language Development (ELD) instruction
- GED assistance
- Job training, placement and support
- Transition services to post-secondary training and education programs
- Assistance with post-secondary and college placement financial aid and scholarships
- Assistance with post-secondary and college assessments and completion of courses
- Bus tickets and passes provided at no cost
- Free breakfast, lunch and healthy snacks for all students and their children provided at no cost
- Tutoring program
- Flexible school schedules as needed
- Three to five week summer program offered

Statement of Positive Outcomes:

- Increased attendance and retention
- Increased graduation rates
- Improved demonstration of appropriate interpersonal skills
- Increased participation in pro-social behaviors and activities
- Increased achievement in applied and functional academics
- Increased rates of student employment
- Increased parenting education, social services support, health and medical care for each student
- Increased participation in post-secondary training and education programs
- Increased economic self sufficiency after graduation
- Decrease in violence-related incidents
- Lower rates of first-time criminal offenses
- Lower rates of recidivism for repeat offenders

Home School Notification

Parents who elect to teach students at home instead of enrolling their student(s) in a regular school must notify the MESD, as required by statute. MESD, as required by law, maintains a database with all student directory information, requests test results from students who fall under the OAR's requirement, submits reports to component districts to notify them of their home school population and maintains a web page as a resource for parents and component districts to refer to regarding the laws pertaining to home schooling.

Funding Option(s): Mandated

Proposed modification(s): No Proposed Modifications

Description of Services:

- Resource to component districts
- Resource to families home schooling their children
- Liaison between home schooling families and component districts
- Liaison with Oregon Department of Education
- Monitor test scores and academic progress
- Determine eligibility for GED testing
- Report children being home schooled to component districts
- Issue statement of enrollment under Oregon Statute for Department of Motor Vehicle requirement

Statement of Positive Outcomes:

- Increase in parent's compliance with Oregon Statutes
- Increase in component district awareness of home school participants

Incarcerated Youth Program

Incarcerated Youth Program serves all school age incarcerated youth up to 19 years of age without diplomas and disabled youth up to 21 years of age who were on Individual Education Plans prior to incarceration and are detained in Multnomah County adult correctional facilities. Component districts are required by statute to provide educational services as required in ORS.339.129 and ORS.336.585.

The program also serves eligible school age youth who are residing in treatment programs within the secure area of the Multnomah County Juvenile Justice Complex. Some may have Individual Education Plans, but all are entitled to school services because of their age. Under state regulations, component districts are responsible for providing general and special education services to youth enrolled in treatment programs located within their district boundaries. (ORS.339.133 (4))

Alternative education programs have been implemented at the Justice Center and Inverness Jail. Special Education Instructional Consultants provide instruction, which includes individualized programming, tutorial learning and independent study. Each student is interviewed and assessed upon entry to the program then placed in materials at his/her level and moved forward academically. Transcripts and special education records are requested from previous schools, reviewed and coursework is identified according to the student's need. Instruction takes place in a self-contained setting. Staffing includes one 1.0 Special Education Instructional Consultant and an 0.5 Office Assistant III.

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Determination and provision of appropriate educational services to all eligible youth
- Opportunity to earn credit toward graduation
- Opportunity to access one of the diploma options through their component district or an ESD operated program
- Documentation of student performance and credit earned
- Instruction in basic skills and core content areas moving students toward graduation requirements
- Curriculum adjustment in order to meet the needs of students with varying lengths of stay in the facilities
- Special Education services
- Review and update of Individual Education Plans
- Referral of youth 15 through 21 with suspected disabilities to component districts for evaluation
- Instruction in workplace readiness skills and independent living skills

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***Incarcerated Youth Program
(continued)***

Description of Services (continued):

- Access to related services for youth through component districts
- Access to technical assistance through Oregon Department of Education
- Development of social skills, interpersonal relationships, problem solving and conflict resolution
- Documentation of participation and attendance necessary for state reports in an effort to recover component district costs
- Preparation of exit data to follow youth when appropriate
- Transition services to component district school programs upon release from corrections facilities

Statement of Positive Outcomes:

- Increased opportunities to earn a diploma
- Increased ability to continue education while held in custody
- Decrease in high school dropout rate

Migrant Education Program

Migrant Education Program for East Multnomah County will provide services to students and families in Centennial, David Douglas, Gresham-Barlow, Parkrose and Reynolds school districts.

Although our program serves migrant families in a number of ways, providing supplementary educational service is our primary focus. We serve students in small groups, or individually, in an attempt to support students in the achievement of their academic goals in grades preschool through high school. Services are provided in conjunction with regular classroom teachers and ESL staff in each building. Our staff is constantly looking for opportunities to enhance the possibility of migrant students staying in school. All staff in this program meet the paraprofessional requirements under No Child Left Behind and all student service providers are bilingual in English and Spanish.

We work with many parents to meet family needs such as rent, utility bills, food, household goods and others. Staff have developed working relationships with many social and community service organizations that can meet family needs. They include a community warehouse, several food providers, privately funded organizations with funds for rent and utility bills, Programa Hispano and the Mexican Consulate.

We assist component districts by providing direct instruction to students and by being liaisons between schools, parents, families and community services.

Funding Option(s): Federally Mandated – State Grant

Proposed Modification(s): No Proposed Modifications

Description of Services:

Migrant Students:

- Supplemental academic services
- Free accident insurance through the Oregon Department of Education and the Migrant Education Program
- Family/school communications
- Migrant Summer School
- El Futuro Preschool in conjunction with Mt. Hood Community College Head Start
- Involvement with the Oregon Migrant Leadership Conference

Migrant Families:

- Community service assistance
- School/family communication and involvement
- Information and assistance in obtaining community/social services

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***Migrant Education Program
(continued)***

Description of Services (continued):

Component Districts:

- Translation and interpretation services between schools and families
- Supplemental bilingual services to students
- Bilingual, bicultural supports to students, families and schools

Statement of Positive Outcomes:

Additional resources in serving students with many academic, language, cultural and social needs

- Community supports to help families adjust to issues of new language and new culture, including a different style of educational system
- Social, emotional and academic supports for students
- Liaison services to schools, families and community services for better understanding of services and how to access them

Non-English Speaking Students

Portland Public Schools submits a yearly plan of how they will expend transit dollars in support of programs for ESL students within their district. This plan varies from year to year depending on the needs of the students identified within the district.

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

- ESL Bilingual staff, both teachers and education assistants, are funded by transit dollars
- Objectives of the program included:
 1. Identify students with a first language other than English
 2. Assess students referred to the assessment center
 3. Assure each student develops oral, reading and written English skills to ensure functioning in the mainstream

Statement of Positive Outcomes:

- Support in meeting state standards
- Continued support within the regular education environment
- Supports the needs of identified ESL students within Portland Public School District

Outdoor Schools

The Outdoor Schools (ODS) program provides second through twelfth grade students an opportunity to participate in residential field-based science, integrated social studies programs and other academic areas with social skills experience. Staff are employed to ensure a rich learning experience where students and their teachers can explore forests, streams, fields and historical sites. ODS staff are trained specialists in natural sciences, social sciences and youth leadership. The reputation of the ODS program attracts potential employees nation-wide.

High school students are selected and trained as Student Leaders to volunteer for one to five days. Student Leaders assist the instructional staff in teaching each program's curriculum and participate in all activities. They also provide leadership by living in the cabins with students in the sixth grade programs.

Detailed descriptions of each option from which the component districts may choose, as well as the effects on the students who participate follows.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): New Seventh Grade Offering: Passages Through Time - Five Days- Four Nights

Sixth Grade Offering Level 1: Outdoor School

Description of Services:

Cost per district includes:

- Residential experience: Six days and five nights
- 22.5 hours of field instruction
- 5 hours of classroom time with classroom teacher
- 45 hours of community building and living group interaction
- Student and teacher preparation resources and materials
- 1 hour classroom orientation prior to Outdoor School by ODS staff
- A family open house at Outdoor School site prior to Outdoor School
- Accommodations and staffing for students with special needs

Sixth Grade Academic Instruction:

- Student to instructor ratio is small (1 adult to 8 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 3 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience, provide joint supervision of students in cooperation with ODS staff.
- Science instruction is the cornerstone of the science curriculum and also addresses many of the 8th grade science benchmarks. Students participate in 22.5 hours of hands-on, field-based science activities in soil, water, plants and animal study. Culminating activities allow students to apply science inquiry methods and concepts. In addition to science instruction, students receive character education and concrete learning experiences in art, music, physical education and performing arts.
- Living groups provide powerful cross-cultural experiences that help students build community within diversity and develop problem solving skills
- Over forty years of experience has demonstrated that the unique elements of Outdoor School, including length of time on site, group interactions, Student Leader bonds and structured events, aid in retention of science concepts

High School Academic Instruction:

- Alignment of academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements
- Outdoor School directly influences high school students' career choices, directing many towards careers in education, natural resources, natural sciences and social work

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OUTDOOR SCHOOLS
Sixth Grade Offering Level 1
Outdoor School
(continued)

Description of Services (continued):

Special Needs and Inclusion Program:

- Incorporates all students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care
- ODS Student Services Assistant works with parents, teachers, medical staff, ODS School staff and trained volunteers to provide a positive inclusive experience

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

Statement of Positive Outcomes:

- Cornerstone of sixth grade Science curriculum
- Highly and widely respected over 40 year-old sixth grade program that is part of the regional heritage
- National model for residential environmental education for students and high school students
- Hands-on, field-based science activities
- Opportunity for students and their teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Learning experience for both students and high school students that is consistently reported as one of the most highly valued components of their K-12 education
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

Sixth Grade Offering

Level 2: Modified Outdoor School - Five Days- Four Nights

Description of Services:

Cost per district includes:

- Residential experience: Five days and four nights
- 17.5 hours of field instruction
- 4 hours of classroom time with classroom teacher
- 36 hours of community building and living group interaction
- Student and teacher preparation resources and materials
- 1 hour classroom orientation prior to Outdoor School by staff
- A family open house at Outdoor School site prior to Outdoor School
- Accommodations and staffing for students with special needs

Sixth Grade Academic Instruction:

- Student to instructor ratio is small (1 adult to 8 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 3 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with Outdoor School staff.
- Science instruction is aligned with state content standards and addresses many of the 8th grade science benchmarks
- 17.5 hours of hands-on, field-based science activities in soil, water, plants and animal study. Culminating activities allow students to apply science inquiry methods and concepts. In addition to science instruction, students receive character education and concrete learning experiences in art, music, physical education and performing arts.
- Living groups provide cross-cultural experiences that help build community within diversity and develop problem solving skills

High School Academic Instruction:

- Alignment of objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use their leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

Special Needs and Inclusion Program:

- Incorporates all students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care
- ODS Student Services Assistant works with parents, teachers, medical staff, ODS staff and trained volunteers to provide positive inclusive experiences

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

OUTDOOR SCHOOLS
Sixth Grade Offering
Level 2 – Modified
(continued)

Statement of Positive Outcomes:

- Powerful complement to sixth grade Science curriculum
- National model for residential environmental education for students and high school students
- Hands-on, field-based science activities
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Learning experience for both students and high school students that is consistently reported as one of the most highly valued components of their K-12 education
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

Sixth Grade Offering

Level 3: Modified Outdoor School Four Days – Three Nights

Description of Services:

Cost per district includes:

- Residential experience: Four days and three nights
- 12.5 hours of field instruction
- 3 hours of classroom time with classroom teacher
- 27 hours of community building and living group interaction
- Student and teacher preparation resources and materials
- 1 hour classroom orientation by staff prior to Outdoor School
- Accommodations and staffing for students with special needs

Sixth Grade Academic Instruction:

- Student to instructor ratio is small (1 adult to 8 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 4 students) with classroom teachers on site for all instructional times.
- Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Science instruction complements further science instruction done in the classroom. Students will spend 12.5 hours in hands-on, field-based science activities in soil, water, plants and animal study. In addition, students receive concrete learning experiences in music, physical education and art.

High School Academic Instruction:

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use their leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

Special Needs and Inclusion Program:

- Incorporates all students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care
- ODS Student Services Assistant works with parents, teachers, medical staff, ODS staff and trained volunteers to provide positive inclusive experiences

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

OUTDOOR SCHOOLS
Sixth Grade Offering
Level 3 – Modified
(continued)

Statement of Positive Outcomes:

- Powerful complement to sixth grade Science curriculum
- National model for residential environmental education for students and high school students
- Hands-on, field-based science activities
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Learning experience for both students and high school students that is consistently reported as one of the most highly valued components of their K-12 education
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

Sixth Grade Offering Level 4: Field Science Experience

Description of Services:

Cost per district includes:

- Residential experience: Three days and two nights
- 9.5 hours of field instruction
- 2 hours of classroom time with classroom teacher
- 18 hours of community building and living group interaction
- Student and teacher preparation resources and materials
- Accommodations and staffing for students with special needs

Sixth Grade Academic Instruction:

- Student to instructor ratio is small (1 adult to 10 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 4 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Science instruction complements further science instruction done in the classroom. Students will spend 9.5 hours in hands-on, field-based science activities in soil, water, plants and animal study. In addition, students receive concrete learning experiences in music, physical education and art.

High School Academic Instruction:

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use their leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

Special Needs and Inclusion Program:

- Incorporates all students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care
- ODS Student Services Assistant works with parents, teachers, medical staff, Field Science Experience staff and trained volunteers to provide positive inclusive experiences

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

OUTDOOR SCHOOLS
Sixth Grade Offering
Level 4 – Field Science Experience
(continued)

Statement of Positive Outcomes:

- Powerful complement to sixth grade Science curriculum
- National model for residential environmental education for students and high school students
- Hands-on, field-based science activities
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

Sixth Grade Offering Level 5: Snapshot of Science

Description of Services:

Cost per district includes:

- Residential experience: Two day and one night
- 8 hours of field instruction
- 1 hour of classroom time with classroom teacher
- 9 hours of community building and living group interaction
- Student and teacher preparation resources and materials
- Accommodations and staffing for students with special needs

Sixth Grade Academic Instruction:

- Student to instructor ratio is small (1 adult to 12 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 4 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Science instruction complements science instruction done in the classroom. Students will spend eight hours in hands-on field-based science activities in soil, water, plants and animal study. In addition, students receive concrete learning experiences in music, physical education and art.

High School Academic Instruction:

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

Special Needs and Inclusion Program:

- Incorporates all students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

OUTDOOR SCHOOLS
Sixth Grade Offering
Level 5 – Snapshot of Science
(continued)

Statement of Positive Outcomes:

- Powerful complement to sixth grade Science curriculum
- National model for residential environmental education for students and high school students
- Hands-on, field-based science activities
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples for and fulfill requirements for work experience or community service without the addition of school district staff or funds

Fifth Grade Offering Investigating Our World

Description of Services:

Cost per class includes:

- Residential experience: Two days and one night
- 7.5 hours of field instruction
- 8 hours of community building and living group interaction
- Accommodations and staffing for students with special needs

Fifth Grade Academic Instruction:

- Student to instructor ratio is small (1 adult to 13 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 4 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Science instruction is aligned with state content standards and complements science instruction done in the classroom. Students will spend 7.5 hours in hands-on science activities including: hand lens and microscope activities, a planetarium and models of stars and the solar system, variables in scientific methods using challenging activities and ethnobotany and plant art. In addition, students receive concrete learning experiences in music, physical education and art.

High School Academic Instruction:

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

Special Needs and Inclusion Program:

- Incorporates all students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care

Parent Participation:

- Schools bring parent volunteers with them to the program. Parents help supervise living groups of students, assist in instruction of activities and participate in recreational and structured events.
- Opportunity for parents to fully participate in a school event strengthens the school/parent partnership and enables parents to take a unique and active role in student learning

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

***OUTDOOR SCHOOLS
Fifth Grade Offering
Investigating Our World
(continued)***

Statement of Positive Outcomes:

- Opportunity for an entire component district's fifth grade students to participate in a unique residential experience that has been a contracted fee for service program
- Hands-on field-based science activities that integrate with the classroom learning students have done in school
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Unique opportunity for teachers, students and parents to participate in an educational program together
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

Fourth Grade Offering Oregon Trail Overnight

Description of Services:

Cost per class includes:

- Residential experience: Two days and one night
- 6 hours of field instruction
- 40 minutes of classroom time with classroom teacher
- 8 hours of community building and living group interaction
- Accommodations and staffing for students with special needs

Fourth Grade Academic Instruction:

- Student to instructor ratio is small (1 adult to 13 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 8 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Instruction is aligned with state content standards and complements instruction done in the classroom. Students will spend 6 hours in hands-on activities that include: science activities, pioneer living skills, cooking over fires, ethnobotany, panning, mapping, journal writing and drawing. In addition, students receive concrete learning experiences in mathematics, language arts, drama, social studies, music, physical education and art.

High School Academic Instruction:

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements.

Special Needs and Inclusion Program:

- Incorporates all students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care needs

Parent Participation:

- Participating schools bring parent volunteers with them to the program. Parents help supervise living groups of students, assist in instruction of activities and participate in recreational and structured events.
- Opportunity for parents to fully participate in a school event strengthens the school/parent partnership and enables parents to take a unique and active role in student learning

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

***OUTDOOR SCHOOL
Fourth Grade Offering
Oregon Trail Overnight
(continued)***

Statement of Positive Outcomes:

- Opportunity for an entire component district's fourth grade students to participate in a unique residential experience that has been a contracted fee for service program
- Hands-on field-based science activities, social studies activities, language arts activities and math activities that integrate with the classroom learning students have done in school
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for teachers, students and parents to participate in an educational program together
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds
- Learning experience for students to explore more fully the unique history of our region

Third Grade Offering Wetlands and Waterways

Description of Services:

Cost per class includes:

- Residential experience: Two day and one night
- 7.5 hours of field instruction
- 8 hours of community building and living group interaction
- Accommodations and staffing for students with special needs

Third Grade Academic Instruction:

- Student to instructor ratio is small (1 adult to 13 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 4 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Science instruction is aligned with state content standards and complements science instruction done in the classroom. Students will spend 7.5 hours in hands-on science activities including: water quality, river, pond and wetlands habitat, riparian animals, art, poetry and the salmon life cycle. In addition, students receive concrete learning experiences in music, physical education and art.

High School Academic Instruction:

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

Special Needs and Inclusion Program:

- Incorporates all students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care

Parent Participation:

- Participating schools bring parent volunteers with them to the program. Parents help supervise living groups of students, assist in instruction of activities and participate in recreational and structured events.
- Opportunity for parents to fully participate in a school event strengthens the school/parent partnership and enables parents to take a unique and active role in student learning

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

OUTDOOR SCHOOLS

***Third Grade Offering
Wetlands and Waterways
(continued)***

Statement of Positive Outcomes:

- Opportunity for an entire district's third grade students to participate in a unique residential experience that has been a contracted fee for service program
- Hands-on field-based science activities that integrate with the classroom learning students have done in school
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Unique opportunity for teachers, students and parents to participate in an educational program together
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for the diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

Second Grade Offering Exploring Nature

Description of Services:

Cost per class includes:

- 1 Day, 10 hour experience
- 4.25 hours of field instruction
- Accommodations and staffing for students with special needs

Second Grade Academic Instruction:

- Student to instructor ratio is small (1 adult to 13 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 4 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Science instruction is aligned with state content standards and complements science instruction done in the classroom. Students will spend 4.25 hours in hands-on science activities including: forest habitat, indigenous animals, food chains and arthropods. In addition, students receive concrete learning experiences in public presentation, music, physical education and art.

High School Academic Instruction:

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

Special Needs and Inclusion Program:

- Incorporates all students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care

Parent Participation:

- Participating schools bring parent volunteers with them to the program. Parents help supervise groups of students, assist in instruction of activities and participate in recreational and structured events.
- Opportunity for parents to fully participate in a school event strengthens the school/parent partnership and enables parents to take a unique and active role in student learning

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

***OUTDOOR SCHOOLS
Second Grade Offering
Exploring Nature
(continued)***

Statement of Positive Outcomes:

- Opportunity for an entire district's second grade students to participate in a unique educational experience that has been a contracted fee for service program
- Hands-on field-based science activities that integrate with the classroom learning students have done in school
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Unique opportunity for teachers, students and parents to participate in an educational program together
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

Seventh Grade Offering
Passages Through Time - Five Days- Four Nights
*****New Program*****

Description of Services:

Cost per district includes:

- Residential experience: Five days and four nights
- 17.5 hours of field instruction
- 4 hours of classroom time with classroom teacher
- 36 hours of community building and living group interaction
- 1 hour classroom orientation prior to Outdoor School by staff
- Accommodations and staffing for students with special needs

Seventh Grade Academic Instruction:

- Student to instructor ratio is small (1 adult to 8 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 3 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with Outdoor School staff.
- Social Studies and Science instruction is aligned with state content standards and addresses many of the 8th grade science benchmarks
- 17.5 hours of hands-on, field-based social studies and science activities in genetics, geography, and history. Culminating activities allow students to apply learning to current events and local issues. In addition to social studies and science instruction, students receive character education and concrete learning experiences in art, music, physical education and performing arts.
- Living groups provide cross-cultural experiences that help build community within diversity and develop problem solving skills

High School Academic Instruction:

- Alignment of objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use their leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

Special Needs and Inclusion Program:

- Incorporates all students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care
- ODS Student Services Assistant works with parents, teachers, medical staff, ODS staff and trained volunteers to provide positive inclusive experiences

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

***OUTDOOR SCHOOLS
Seventh Grade Offering
Passages Through Time
(continued)***

Statement of Positive Outcomes:

- Powerful complement to seventh grade curriculum
- National model for residential environmental education for students and high school students
- Hands-on, field-based social studies and science activities
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

Positive Behavior Support

Positive Behavior Supports (PBS) program is designed to provide a regional level of support for the identification and delivery of professional training to school staff as they implement and revise their PBS plans.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- On-going trainings for PBS Teams to support the sustainability and expansion of primary prevention systems
- Assist component districts in developing training calendars for the school year

Statement of Positive Outcomes:

- More effective use of component district resources to support common training needs of schools in the county
- Increased support to component district level PBS coaches
- Effective and consistent training across the county
- Liaison to ODE for coordination of statewide implementation of PBS
- Small districts benefit from technical assistance and support in developing their district plan for implementation of PBS
- Regional level of support for training that assists participating component districts in building the internal capacity to successfully implement SW-PBS practices in all of their schools

Arata Creek Social Emotional Skills Program

The program provides academic instruction, behavioral intervention and social skills training. Space is available for 55 students at Arata Creek School. The school provides a full continuum of educational and support services to elementary, middle and high school classrooms. The exact configuration of the classrooms is dependent upon the projected ages and number of students in need of service.

Students typically are eligible for special education services under the category of emotionally disturbed. Most have demonstrated severe behavior disorders within the regular school, treatment programs or residential placements. Referred students usually include impulsivity, oppositional and/or aggressive behaviors as part of their behavioral response patterns. Some are involved with other community or governmental agencies.

Structured behavioral interventions and behavior plans are adhered to at the site. Supported Time Out rooms are available for elementary, middle and high school students to work on controlling behavior. At the high school level, the behavior intervention plans are tied to the benchmarks identified in the career-related learning standards, in school and in the work place. Physical intervention procedures will not be used at the high school level unless the safety of the student or others is threatened.

Each Time Out room is staffed by a rotating, trained staff member. Counseling service and coordination with Juvenile Justice, Department of Human Services and other agencies is provided by licensed staff. A Behavioral Intervention Consultant and the teaching staff provide educational assessment upon intake; program orientation for students, parents and district representatives; and weekly problem-solving regarding academic and behavioral issues that impact learning for the student and with the teaching staff.

The Behavioral Intervention Consultant also facilitates the transition of students back to their component district who have repeatedly demonstrated social skills and violence prevention strategies needed to be successful in less restrictive environments. The core components of the program include academic instruction, social skills instruction and positive behavioral interventions. A Continuum System which includes predefined expected behavior, reward systems that are designed individually and well-defined consequences, provide the core of the behavioral intervention. Functional behavior assessments and positive behavioral intervention plans are designed, implemented and evaluated for specific behaviors that interfere with academic or social progress.

The Continuum Program takes a minimum of one year of consistent behavior intervention, social skills, violence prevention instruction and academic instruction under optimum circumstances to be completed by a student.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

**Arata Creek
Social Emotional Skills Program
(continued)**

Description of Services:

- Comprehensive intake which includes a review of the IEP, program description and a tour of the school with parents, student, community service providers and component district representatives
- Individual and/or group counseling for students as identified in each student's IEP as well as a Mental Health Counselor from Trillium on site
- Systematic planning with the component district and building staff for reintroducing graduating students (amount of service and duration of service is dependent upon individual student needs)
- Coordination/consultation with other governmental, community mental health and medical agencies involved in planning for students and families
- Parent support
- Small group or individual instruction according to each student's IEP and the State of Oregon Content Standards
- Educational planning meetings by an IEP team with the component district
- English Language Learner services consisting of (evaluating ELL students, providing English Language Development (ELD) instruction and administering the ELPA assessment)
- Re-evaluations for triennial eligibility reviews
- Visitations and program explanation for component district personnel and parents
- On-site nursing services
- On-site speech-language services
- On-site occupational therapy services
- Entire school staff trained in non-violent crisis intervention by a certified trainer of the Crisis Prevention Institute
- Field trips, job shadowing opportunities and community service participation using a MESD owned activity vehicle and trained drivers
- Administration of all required state assessments
- Weekly classroom team planning
- Reporting to community agencies as requested or required
- Accommodation and modifications to the regular curriculum to meet student needs
- Supplies and materials for classrooms and staff

Statement of Positive Outcomes:

- Option of a public facility placement for students in grades K-12 with severe acting out behavior problems coupled with significant academic needs
- Offers students continuity of working through a four step behavioral continuum and completing their high school education either through accessing MESD alternative education options or transitioning to another appropriate setting
- Provides counseling, behavioral consultation, speech-language service, Trillium mental health services, and occupational therapy
- Instruction in social/emotional skills, academic skills and other core curricular areas as identified by each student's Individual Education Plan, and to measure performance of student progress

Student Assessment Services (SAS)

Student Assessment Services (SAS) provides component districts access to test and survey processing, research, evaluation, staff development and student performance monitoring services. Services include providing materials, scoring and producing reports for off-year performance assessments/work samples and providing broad-based assessment assistance in conjunction with the state's assessment program. Performance based assessments in several areas are provided to help component districts' improvement plans and school profiles, support school improvement efforts and provide a wide variety of staff development services on assessment related topics.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Maintain a supply of materials, needed expertise to establish in-house processing systems and train school staff in test administration, scoring and interpretation of open-ended performance tests
- SAS staff provide technical assistance, training and support for schools' utilization of OAKS, the state's on-line testing system, as well as traditional paper/pencil assessments
- Variety of trainings/workshops are available that are associated with general assessment practices in addition to Oregon's performance assessment procedures
- Available to train raters, hold orientation workshops for teachers and conduct more extensive staff development programs designed to support the use of assessment data to improve instruction in the classroom
- Full support for all test instruments that are part of Oregon Statewide Assessment

Statement of Positive Outcomes:

- Countywide performance assessments in math and writing (scored work samples)
- Support services, workshops and materials to help component districts administer, interpret and use test results effectively
- Access to a variety of training opportunities/workshops that are associated with general assessment practices, in addition to Oregon's performance assessment procedures
- Access to technical assistance, training and support for participation in state assessment via OAKS or paper/pencil
- Support services related to report generation and effective use of test results
- Training and support to address the expanded assessment procedures and the modifications with the Oregon Writing Assessments and to provide support for the development of a local alternative options to the OAKS

Alternative Pathways (A TRIO/Talent Search Grant)

Alternative Pathways is an educational program designed to assist high school students who are the first in their family to go to college, are from low-income families, and have the potential to succeed in higher education.

The program has served students in alternative high schools throughout Portland since 1998. Throughout the year, a minimum of 600 alternative high school students are enrolled in Alternative Pathways.

In the fall of 2002, the program was awarded the federal TRIO/Talent Search grant to expand services to students. In 2007, Alternative Pathways was awarded a second, five-year grant cycle. TRIO/Talent Search is funded through the US Department of Education. TRIO is an educational opportunity for low-income and first-generation students and was established with the passage of Title IV of the Higher Education Act of 1965. The goal of TRIO is to assist students to overcome financial, class, social and cultural barriers to higher education.

Alternative Pathways employs three part time college advocates, one director, and one administrative assistant to deliver services to thirteen area alternative high schools: Helensview High School, Open Meadow High School, POIC/Rosemary Anderson High School, Alpha High School, Youth Employment Institute, Portland Youth Builders, Portland Night High School, New Avenues for Youth, Meek Pro Tec High School, Reynolds Learning Academy, Centennial Learning Center, Marshall Night High School, Madison Focus Program.

Funding Option(s): Federal Grant

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Weekly postsecondary education prep courses
- One-on-one academic advising and transition planning
- College tours and guest speakers
- Assistance with financial aid and scholarship applications
- Financial Literacy Workshops
- Assistance with college applications
- Waivers available for college entrance exams and exam prep classes
- Transition support upon enrolling in postsecondary education
- Parent information workshops
- Scholarships

***Alternative Pathways
(continued)***

Statement of Positive Outcomes:

- Increased graduation rate
- Increased school retention
- Increase in postsecondary educational program enrollment
- Increased economic self sufficiency after graduation
- Competency in postsecondary learning opportunities
- Competency in personal management, communication, and problem-solving
- Provides career pathways to postsecondary education
- Individualized plan for next steps to success
- Retention of State School Funds; component districts receive ADM for each student served
- Access to a wide variety of resources, instructional materials and consultative services
- Provides parents with information for postsecondary educational opportunities

Donald E. Long Program Custody Services

The Donald E Long Program is located at Multnomah County Juvenile Justice Center. Donald E. Long (DEL) operates a contract between the Oregon Department of Education (ODE) and MESD. The ODE education program serves youth while in detention. Classrooms are self-contained in a lockdown environment. Staff emphasizes academic work in the Division 22 standards for language arts, social studies, and mathematics using teacher directed activities, state adopted textbooks, PLATO learning labs, and supplemental materials. The goal is to provide as many opportunities as possible to earn identified credits in the content areas needed to be successful in school and life.

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Close Custody Units-serve youth waiting for trial, hearings, and/or probation violations. Youth may be detained for days, weeks, or months
- Measure 11 Units-serve youth between the ages of 15-18 who have been charged with Measure 11 crimes and are awaiting trial and/or sentencing and may be detained for many months
- The Orientation Unit that served detained youth who were newly arrived in close custody and did initial screening, academic assessment, and unit determination will no longer be provided.

Statement of Positive Outcomes:

- Documentation of student course assignment, grades, and credit earned
- Increase opportunities to earn credit towards a high school diploma
- Enhance transition from detention back to the resident school
- Increase English and math skills to provide a better opportunity to be successful in the community at large
- Read 180 has been implemented and is giving students opportunities for success in literacy

Donald E. Long Program Treatment Program

Donald E. Long (DEL) operates a resolution service between Portland Public Schools and MESD. Staff emphasize academic work in the Division 22 standards for language arts, social studies, and mathematics using teacher directed activities, state adopted textbooks, PLATO learning labs, and supplemental materials for youth in residential treatment and is referred to as the Program Unit. The program is located at the Multnomah County Juvenile Justice Center. Classrooms are self-contained in a lockdown environment. The goal is to provide as many opportunities as possible to earn identified credits in the content areas needed to be successful in school and life.

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

Program Units Services:

- Residential Alcohol and Drug Program: Serves youth that need treatment for substance abuse issues. Along with program education, the youth receive counseling and treatment services from the Morrison Center. The residential treatment is typically for four months.
- Education Services: The program attempts to model the regular high school requirements and school day; 8:15 AM to 3:15 PM. Students receive instruction in four blocks of time throughout the school day. All students receive physical education each school day. Credits are awarded through completion of instructional hours, proficiency, and/or a combination of both based on the students transcript needs.
- Administration of all required state assessments

Statement of Positive Outcomes:

- Documentation of student course assignment, grades, and credit earned
- Increase opportunities to earn credit towards a high school diploma
- Enhance transition from detention back to the resident school
- Increase English and math skills to provide a better opportunity to be successful in the community at large
- Read 180 has been implemented and is giving students opportunities for success in literacy

Department of Special Education Services

Resolution and Contract Programs

*Early Intervention/Early Childhood (EI/ECSE) Special Education
Evaluation Services
Functional Living Skills (FLS) Program
K12 and Transition
Arata Creek Behavioral Health
Alternative Behavior Program
Related Services
Individually Purchased Option
Speech/Language Pathology, Occupational Therapy,
Physical Therapy, or Psychological Services
Resource Center Assistants
Assistive Technology (AT)*

Grant and Contract Programs

Early Intervention/Early Childhood Special Education (EI/ECSE) Contract Program



Early Intervention/Early Childhood (EI/ECSE) Special Education Evaluation Services

The Multnomah Early Childhood Program (MECP) EI/ECSE Intake and Evaluation Team is the designated evaluation agency (OAR 581-15-900(4)) for Multnomah County school districts. The Team is responsible for ensuring that all referred children aged birth to five receive screening, and when necessary, evaluation for potential eligibility for EI/ECSE. The Team consists of Early Intervention and Early Childhood Special Education evaluation specialists, a special needs nurse, school psychologist, speech language pathologists, physical therapist, occupational therapist, intake personnel and interpreters. The Team coordinates with Columbia Regional Program specialists for hearing, vision and autism evaluations. Component districts pay on an ADM basis. This is an all or nothing service.

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Evaluation Team will coordinate referral activities with community agencies to identify, assess and determine eligibility for services
- Other services include reviewing test findings with parents and component district representatives, scheduling IFSP meetings, developing IFSPs and participating in placement decisions
- Evaluation Team gathers and reviews records, conducts pre-evaluation conferences with parents, schedules screenings and evaluations, conducts evaluations, writes reports, reviews all findings/data and participates in eligibility/IFSP meetings
- Students referred after December 1 who would be transitioning from ECSE to the component district by September 1, will be evaluated by the team using a school age disability category (OAR 581-015-0051). If the child is eligible under a disability category, the team will complete the eligibility/IFSP process.
- Students referred after June 15, who are turning age five by September 1 of that school year, will be screened to determine the need for evaluation for special education services as required in IDEA or OAR 581-015-0051. This screening information will be forwarded to the component district.
- In some cases the child may only qualify under Developmental Delay (DD) and not meet the criteria for a school age disability category under OAR 581-015-0051. In these cases, the child is still eligible to receive ECSE services. When this occurs the team will complete an action form stating the child is not suspected of having a disability under OAR-581-015-0051 and further testing was not needed at this time.
- Evaluation Team will review all "transfer" files to determine if additional testing is needed, conduct pre-evaluation conferences and evaluations within 30 days of transfer
- EI/ECSE Intake and Evaluation Team will forward copies of eligibility statements and reports to component district for 3, 4 and 5 year olds
- The team will invite a component district representative to participate in all eligibility meetings for children turning five years old by September 1 of the coming school year
- MECP will maintain agreements for referral and evaluation services with outside agencies, i.e. Head Start, community preschools and day treatment programs

**Early Intervention/Early Childhood (EI/ECSE)
Special Education Evaluation Services
(continued)**

Description of Services (continued)

- Interpreter services are included
- Supplies, materials and testing materials are included

The following services are not included in the cost of this resolution. Request for additional services/support may be negotiated with MESD:

- Component district is responsible for ECSE transition evaluations to school. MECP and the component district will write a contract for this service.
- Transportation to the evaluation appointment
- Transportation assistants
- 1:1 nursing assistance

Statement of Positive Outcomes:

- Hires and supervises a team of specialists to complete the intake process, initial screening, and evaluation of all referred children
- Monitors ODE timelines, gathers assessments, support documents, and participates in meetings to determine eligibility and develop IFSPs
- Complies with all federal and state requirements
- Provides follow-up assessments when further needs/eligibilities are determined for children under five
- Provides re-evaluation for eligibility from EI to ECSE transition completing this requirement for component districts
- Coordinates services, transportation and placements with private preschools, Head Start, Early Head Start, public agencies, regional programs, day treatment programs, community programs, and established classrooms serving children 0-5 years old

Early Intervention/Early Childhood Special Education Services (EI/ECSE) Contract Program

Oregon Department of Education (ODE) is the lead agency for EI/ECSE services and contracts with regional agencies to provide services at the local level. MESD is the contractor for Region VI which includes the following: MECP, Hood River and Columbia Gorge ESD. MESD provides services to children living in Multnomah County through MECP and subcontracts with Hood River and Columbia Gorge ESD to provide services to children and families living in their districts. MESD oversees the special education programs provided to children and families in these three programs. MECP partners with component districts for Child Find, provides intake and evaluation services (through resolution) and provides special education services for eligible children, birth to five years of age.

MECP staff include: EI/ECSE Teachers, EI/ECSE Speech Pathologists, EI/ECSE Occupational Therapists, EI/ECSE Physical Therapists, Office Assistants, Interpreters, Mental Health Counselors, Positive Behavior Specialist, EI/ECE Outreach Specialist, EI/ECSE Supervisors and Coordinator.

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modification

Description of Services:

- Coordinates Child Find activities with local agencies and component districts to identify and refer families to EI/ECSE Intake and Evaluation Team
- Maintains agreements for Child Find, referral and evaluation with local agencies serving children birth to five, such as Early Head Start, Head Start, Mental Health Agencies and the Department of Human Services (Child Welfare)
- Conducts eligibility meetings to determine whether children qualify
- Develops Individual Family Service Plans for children that qualify
- Forwards copies of eligibility and IFSP paperwork to the component district
- Enters children that are eligible into eSIS to track immunizations
- Maintains a service data base (EC Data) for all children
- Refers children and families that do not qualify for EI/ECSE services to other local agencies that provide early childhood care and education services
- Completes the required Early Childhood (EC) Statewide Assessment for all children entering and exiting the program
- Updates the EC Statewide Assessment annually for all children
- Services to address needs in the following developmental areas: cognitive, communication, motor, social-emotional and adaptive
- Coordinates the provision of services through the Columbia Regional Program for children with low incidence disabilities
- Services to children to enhance Kindergarten readiness
- Services for EI in natural environments for children birth through two years of age
- Coordinates EI to ECSE transition testing when children turn three
- Services for ECSE in typical settings for children three to five
- Provides 1:1 nursing

(continued on next page)

**Early Intervention/Early Childhood
Special Education Services (EI/ECSE) - Contract Program
(continued)**

Description of Services (continued)

- Provides a continuum of services for Early Childhood Special Education
- Provides EC Mental Health Consultation through through a contract with Multnomah County Mental Health
- Coordinates kindergarten transition process with component district, including the development of a transition plan, coordination of assessments for school age eligibility, the exchange of educational records and exit of children from eSIS
- Invites component district transition representatives to IFSP's during the school year in which the child turns five years of age (from July 1st of each year)
- Provides Interpreter services
- Provides space for the implementation of this program. MECP leases two main sites for administration and services. MECP coordinates with component districts for off-site classrooms in elementary school buildings.
- Provides supervision of EI/ECSE staff
- Coordinates with ODE and completes all data and reports required by EI/ECSE

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD:

- Transportation of children eligible for EI/ECSE services
- Initial evaluation for eligibility
- Kindergarten transition evaluation

Statement of Positive Outcomes:

- Hires and supervises qualified staff to provide EI/ECSE services to children birth through five years of age
- Meets all timelines mandated by State and Federal rules and regulations
- Completes Statewide assessment for EI/ECSE on each child as they enter the program, annually and/or when they exit the program, to track program outcomes
- Children receive all services as identified on the IFSPs
- Coordination with local early childhood programs (Early Head Starts, Head Starts, community preschools, regional programs, mental health programs, public agencies, Healthy Start, Cacoan, developmental clinics and health providers) to provide services in natural environments and typical settings

Functional Living Skills (FLS)

Functional Living Skills (FLS) Program provides cognitive, communication, motor, adaptive, social-emotional, behavioral intervention, and vocational training. Services are provided to elementary, middle school, high school, and post-secondary students referred by component districts. Referred students are eligible to receive special education services.

FLS is comprised of three different service placement options created to meet the needs of students and provides a full continuum of educational and support services. The exact configuration of classrooms is dependent upon the projected ages and number of students in need of services. Service options include:

1. FLS K-12 including FLS Transition Program
2. FLS Behavioral Health
3. FLS Alternative Behavior Program

Services are provided in classrooms located in local school buildings in component districts or at other community sites providing opportunities for students to learn skills across a variety of school and community environments. MESD works collaboratively with component school districts to locate classroom space to accommodate students, staff and equipment. FLS staff access regular education classrooms as required to implement the IEP. The FLS Referral Team places students in locations as close to home as possible in accordance with the requirement of least restrictive environment (LRE).

FLS staff provide specially designed instruction, develop and revise IEPs, document and monitor progress, and complete three-year re-evaluations. FLS staff facilitate IEP meetings with parents, community partners, and students as required by IDEA. IEP services include special education and related services and are individualized to meet the need of the student. FLS staff complete functional behavioral assessments and develop positive behavioral intervention plans for with severe behavior challenges to ensure progress on educational and social goals.

The FLS team is highly trained in serving students that qualify for these programs. They have expertise in transition planning, Oregon Intervention System (OIS), delegated health care (DHC), Positive Behavior Interventions and Supports (PBIS), behavioral intervention planning, augmentative/alternative communication and extensive experience working with students with Autism Spectrum Disorder (ASD).

FLS classrooms are staffed dependent upon the range and needs of the students. Basic staffing includes one teacher and three educational assistants. Some students, based on their individual needs, may require 1:1 educational assistants. FLS follows established procedures developed by MESD and component districts to make final determinations to assign additional 1:1 educational assistants. All determinations of additional services and/or staffing are made through the IEP process.

Component districts pay per student for the number of service opportunities, which represent their projected needs each year in the FLS Program.

Functional Living Skills K-12 and Transition

The FLS program offers services to students ages 5 through 21 years of age. K-12 services are individualized and may focus on cognition, communication, motor, social-emotional, adaptive, and vocational training. Based on student needs, services may also emphasize health care.

Students are eligible for special education and demonstrate significant needs in functional academics, communication, motor, and adaptive abilities. Services focus on increasing student's ability to understand and respond to their environment. Students require additional instruction to gain communication and motor skills to interact and access their environment.

The program provides instruction to develop communication skills, socially appropriate behaviors, and personal management skills that are commensurate with a student's cognitive level of functioning. Students receive services, including medical care, to meet their individual physical and health needs while in school. Staff provide intensive physical and sensory management to support students throughout the day and ensure student success.

Students at the post-secondary level are served in the FLS transition program. The program provides instruction to special education students ages 18 to 21 years of age. Students in this program require instruction which supports future employment and independent living. Services are individualized based on the student's IEP. Services include vocational training, employment, participation in adult services, independent living, and participation in leisure and recreational activities in the community.

The Transition program provides instruction to develop communication skills, socially appropriate behaviors, and personal management skills that are commensurate with each student's cognitive level of functioning. Students receive services to address their physical and medical health care needs to support their participation in the program.

Transition students participate in the post-secondary classroom and community settings with adult assistance. The curriculum focus is functional and designed to support students in achieving the highest level of independence as they exit school and prepare for adult life. Students have access to a variety of work experiences, including but not limited to working in sales, running a green house, or catering. Students also have an opportunity to learn functional living skills in a classroom learning environment, designed to assist them in achieving skills based on their unique strengths, and needs.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): Integrated FLS Transition into the K-12 description

**Functional Living Skills (FLS)
K-12 and Transition
(continued)**

Description of Services:

- Services based on student's IEP
- Specially designed instruction in communication, cognition, motor, socially appropriate behaviors, and personal management
- Support of physical and medical health care needs, which may include tube feeding, positioning, sensory input, and physical assistance to complete daily tasks throughout the day and across environments
- Person Centered Planning services for students 18 through 21 years of age
- Community experiences for high school and post secondary students
- Job training and school to work experiences for high school and post secondary students
- Instruction to increase independent living skills based on the IEP
- Consultation (instructional/behavioral) to assist the classroom team in completing functional behavioral assessments, to develop PBIS plans, and to implement and monitor the behavior of individual students and support at IEP meetings as needed.
- IEP development, review and revision
- Triennial assessments for students
- and maintain all required paperwork, including, reports, and educational records to comply with all rules and regulations relating to special education
- FLS staff supervision
- Related services, which may include speech, occupational therapy, physical therapy, health, and assistive technology as identified by the IEP team

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD:

- Initial assessments for special education eligibility
- 1:1 nursing
- 1:1 educational assistants
- Interpreters for IEP meetings and other necessary meetings that relate to the student's program
- Transportation to and from school and bus assistants as determined by the IEP team

Statement of Positive Outcomes:

- Students experience an educational environment that acknowledges their individual strengths, while addressing their unique needs
- Students gain skills in functional living, which increases their participation in their community
- K-12 Students gain valuable work experience skills supporting their transition to post-secondary programs
- Transition students gain valuable job and employment skills supporting their transition from school to work
- Transition students gain skills in independent living, which increases their participation as adults in their community.
- Students participate in educational and community environments that enhance their community presence by affording the values of respect, dignity and competence
- Students make progress on their individual educational plan

Functional Living Skills Arata Creek Behavioral Health

The program provides instruction to increase cognitive and social-emotional skills. Services are individualized and based on a student's IEP. Services include instruction to increase basic academic skills, communication, socially appropriate behavior and self-control strategies, and independent living skills.

Students are eligible for special education and typically demonstrate strengths in academic skills and needs in the areas of behavior and mental health. Students benefit from an academic curriculum and a social skills program, both of which are modified to meet their cognitive and social-emotional abilities. Students require a structured setting with a high staff to student ratio in order to achieve educational success.

The program provides instruction to develop communication skills, socially appropriate behaviors, and personal management skills that are commensurate with their cognitive level of functioning. Staff focus on teaching appropriate social skills that can be used across classroom and community settings.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Services are based on individual IEPs
- Specially designed instruction in basic academics, communication, socially appropriate behaviors and self-control across environments
- Instruction to increase independent living skills based on the IEP
- Behavioral consultation to assist classroom team in completing functional behavioral assessments, developing positive behavior support plans, and implementing and monitoring behavior of individual students. Consultant support at IEP meetings as needed.
- Services from a Mental Health Consultant if identified
- Instructional/behavioral consultation to assist classroom team in identifying instructional strategies to support students with Autism Spectrum Disorder. Consultant support at IEP meetings as needed.
- IEP development, review and revision
- Related services, which may include speech, occupational therapy, physical therapy, health, and assistive technology as identified by the IEP team
- Preparation and planning for transition of students to a less restrictive environment.

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**Functional Living Skills
Arata Creek Behavioral Health
(continued)**

Description of Services (continued)

- FLS staff complete triennial assessments for students
- FLS staff complete and maintain all required paperwork, including, reports, and educational records to comply with all rules and regulations relating to special education
- FLS staff supervision

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD:

- Initial assessments for special education eligibility
- 1:1 Nursing
- 1:1 educational assistants
- Interpreters for IEP meetings and other necessary meetings that relate to the student's program
- Transportation to and from school and bus assistants as determined by the IEP team

Statement of Positive Outcomes:

- Students experience an alternative educational environment that is specifically designed to meet their unique needs
- Students gain positive social skills and self-control allowing their full participation across school and community environments
- Students gain skills in academics, communication, and independent living
- Students make progress on their individual educational plan

Functional Living Skills Alternative Behavior Program

The FLS Alternative program provides instruction to increase functional academics, behavior, motor, adaptive and vocational skills. Services are individualized and based on a student's IEP.

Students are eligible for special education and typically demonstrate extremely challenging behaviors impacting their ability to learn within other educational placements. Students require a highly structured setting with a student to staff ratio of 1:1, or higher in some cases, to ensure their safety and the safety of other students and staff.

The FLS Alternative program provides instruction to develop communication skills, social skills, appropriate behavior and emotional control, leisure skills, and pre-vocational skills. Instruction is provided in a highly structured environment with set routines, which lead to success within the learning environment. Staff focus on positive behavior interventions and supports (PBIS) and develop individual behavior plans that align with student IEPs to increase each student's ability to manage their own behaviors. Students participate in a classroom environment and as skills are achieved, may transition to a less restrictive environment.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Services are based on individual IEPs and PBIS Plans.
- Specially designed instruction in basic academics, communication and social skills, behavior and self-control, leisure skills, and pre-vocational skills
- Instruction to assist students in transitioning throughout routines and across environments
- Behavioral consultation to assist classroom team in completing functional behavioral assessments, developing positive behavior support plans, and implementing and monitoring behavior of individual students. Consultant support at IEP meetings as needed.
- Instructional consultation to assist classroom team in identifying instructional strategies to support students with Autism Spectrum Disorder. Consultant support at IEP meetings as needed.
- IEP development, review and revision
- Related services, which may include speech, occupational therapy, physical therapy, health, and assistive technology as identified by the IEP team
- Preparation and planning for transition of the educational system
- FLS staff complete triennial assessments for students in the program
- FLS staff complete and maintain all required paperwork, including, reports, and educational records to comply with all rules and regulations relating to special education
FLS staff supervision is included in this service

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**Functional Living Skills
Alternative Behavior Program
(continued)**

Description of Services (continued)

The following services are not included in the cost of this resolution. Requests for additional services/supports may be negotiated with MESD:

- Initial Assessments for special education eligibility
- 1:1 Nursing
- 1:1 additional-education assistant support when required
- Interpreters for IEP meetings and other necessary meetings that relate to the student's program
- Transportation to and from school

Statement of Positive Outcomes:

- Students experience success in learning through a multi-sensory educational environment that stimulates their abilities to process information, communicate, and learn from their surroundings
- Students gain positive behavior skills, self-control, and the ability to manage themselves across school and community environments
- Students gain skills in basic academics and communication and social skills leading to greater independence
- Students make progress on their individual educational plan

Related Services
Individually Purchased Option
Speech/Language Pathology, Occupational Therapy, Physical Therapy or Psychological Services

Related Services Individually Purchased Option provides direct and consultation services according to needs determined by the student's IEP team or requested by individual school districts. Services are provided in a variety of models depending on student need. Students may be seen on a one-to-one, small group or full class basis. Services may be provided within the regular classroom setting or in another educational setting. Consultation and collaboration with the student's team is also an important part of service delivery. Services may be purchased between .1 and 1.0 FTE increments. Speech and language services to serve charter schools may be purchased in increments of .1 FTE. For each .1 FTE, a speech pathologist may serve up to 5 students in two to four settings, depending on the IEP of each student and number of school locations.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): Speech/Language Pathology services incorporated into the Individually Purchased Option.

Description of Services:

Speech/Language Therapy Services:

Local District Speech Pathologist- Each 1.0 therapist serves a number of different locations and between 40-50 students.

- Formal and informal evaluations
- IEP development
- Direct and indirect therapy
- Consultation services
- Technical assistance (professional development)

Occupational Therapy:

Each 1.0 therapist serves a number of different locations and between 40-45 students

- Formal and informal evaluations
- IEP development
- Direct and indirect therapy
- Consultation services
- Technical assistance (professional development)

Physical Therapy Services:

Each 1.0 therapist serves a number of different locations and between 40-45 students

- Formal and informal evaluations
- IEP development
- Direct and indirect therapy
- Consultation services
- Technical assistance (professional development)

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Related Services
Individually Purchased Option
(continued)

Description of Services:

Psychological Services:

Each 1.0 therapist provides approximately 115 evaluations per year depending on severity and length of evaluation

- Psychological evaluations, including interpretation and formal reports
- Intelligence
- Adaptive behavior
- Social-emotional
- Observations
- Autism
- Technical Assistance (professional development)

Other Services:

- All travel, supplies, materials and computer needs for staff are covered in the cost of this program
- Each 1.0 FTE staff is allotted approximately \$400 for materials
- Other needs are determined on an individual basis

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Interpreters for IEP meetings and other necessary meetings that relate to the student's program

Guidelines for responsibility of materials purchased:

Multnomah ESD Responsibility:

- Standardized and non-standardized assessment materials (e.g. Protocols/test kits)
- Generalized therapy materials that can be used by a variety of students (e.g., therapy balls, therapy games, speech materials)
- Re-enforcers
- Initial consumable supplies (e.g., pencil grips, specialty lined paper)
- Staff materials (e.g., paper, pencils, forms)
- Computer and productivity software
- Therapy software that is only for the therapist's computer

District Responsibility:

- Student dedicated materials
- Dedicated augmentative communication devices (e.g., Tech Talk, Delta Talk, Dynamo)
- Dedicated assistive technology: Positioning devices, AlphaSmarts, Weighted vests, and Slant boards
- Student and/or in district-specific software
- Classroom specific materials (e.g., bean bag chairs, How Does your Engine Grow)
- Student consumables after the 1st one (e.g., pencil grips, specialty lined paper, mechanical pencils)

***Related Services
Individually Purchased Option
(continued)***

Statement of Positive Outcomes:

- Speech/Language Therapy, Occupational Therapy, Physical Therapy, and Psychological staff positions may at times be hard to fill within a district. This option allows for component districts to work with the MESD to fill positions.
- In order to bill for third party reimbursement (Medicaid), MESD hires related service providers with Oregon State Licensure through the Oregon Health Department
- Provides compliance oversight for all IEP goals and objectives, state and federal mandated reports and files for component school districts..

Related Services Resource Center Assistants

Transit dollars support students identified in general education classrooms located in Portland Public Schools. Services to be provided are identified yearly and described on the transit plans submitted by the district.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Resource Center Educational Assistants are funded by transit dollars
- Learning Center staff are responsible for scheduling, program planning, IEP development, educational assistant training and curriculum development
- Funds are used to develop and provide inservice training for staff in utilizing effective techniques to meet the needs of students served in the Learning Center

Statement of Positive Outcomes:

- Students with disabilities will be included within the general education setting with learning supports, which may enhance their opportunity to meet state standards

Related Services Assistive Technology (AT)

Through experience and research, the team provides best practices in assessment, team development, curriculum development and adaptations, in-class technical support for student learning, participation, problem solving and curriculum access through the use of technology. The team provides assessment, direct and collaborative services to component districts and MESD programs according to needs determined by the student's team. Service is purchased by FTE allotments as follows:

- 1.0 FTE, depending on the severity of the cases, approximately 60 cases with collaboration on individualized program development and time-limited direct service to assist with implementation of the assistive technology goals and objectives may be delivered
- 0.5 FTE, depending on the severity of the cases, approximately 30 cases with collaboration on individualized program development and time-limited direct service to assist with implementation of the assistive technology goals and objectives may be delivered
- 0.2 FTE, depending on the severity of the cases, approximately 12 cases with collaboration on individualized program development and time-limited direct service to assist with implementation of the assistive technology goals and objectives may be delivered
- A district plan of service will be developed with component district administration based on needs

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Information and systematic assessments of a student's assistive technology needs are available in any of the following areas:
 - Augmentative communication
 - Written language
 - Computer access
 - Mobility
 - Environment controls
- Assistance in IEP development for AT services
- Consultation
- Technical assistance
- Time-limited direct service for three to six week intervals
- Training/staff inservice opportunities
- Assistance in locating and securing funding
- All travel, supplies, materials and computer needs for staff
- Each 1.0 FTE staff is allotted approximately \$400 for materials
- Other needs are determined on an individual basis
- Short term equipment loan (2 week intervals)

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***Related Services
Assistive Technology
(continued)***

Description of Services (continued):

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD:

- Long term loan of equipment. (more than 3 months)
- Interpreters for IEP meetings and other necessary meetings that relate to the student's program

Statement of Positive Outcomes:

- Provides consultation, evaluation, staff/parent inservice training, assistance with funding resources and short-term equipment loan utilizing experienced and knowledgeable staff
- MESD staff work collaboratively with state and regional programs for comprehensive service delivery
- Assistive technology is mandated for qualified students. This service assists component districts in meeting this mandate.

Department of Health and Social Services

Resolution and Contract Programs

*Dental Van
Hearing Screening
Immunization
School Nurse Services - Registered Nurses
School Health Services - School Health Assistants
School Nurse Services - Special Needs Nursing
Screening Team*

Contract Programs

*Contracted Nursing
Health Education & Staff Development
Hospital School Program
Long-Term Care & Treatment
Medicaid Billing Services
 Administrative Claiming
 School-Based Health Services
School Health Projects
Wraparound Oregon: Early Childhood*

Grant-Funded Programs

*Health Insurance Program
SHAPE*



Hearing Screening

Under the direction of a licensed Audiologist, hearing screening is provided for all students in pre-kindergarten, kindergarten, first grade and referred students. An Audiologist follows up on students with abnormal results.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modification

Description of Services:

- Individual pure tone screenings for students
- Students who do not pass initial screening receive an audiologic assessment, including pure tone threshold audiometry by air and bone conduction, otoscopic evaluation and tympanometry and may be referred to:
 - Physicians for medical diagnosis and treatment
 - School personnel for preferential seating
 - School district speech and language personnel and private audiologists for follow-up
- Audiologic assessment is performed in a sound-proof booth at MESD
- Parents are notified of results

Statement of Positive Outcomes:

- Maximize student's potential for speech and language development/academic achievement
- Component district in compliance with federal and state mandates for special education services and state regulations requiring hearing screening

Immunization

Collaborative participation in performing immunization screening, vaccination, and tracking functions that protect students against vaccine-preventable diseases. Provides support to component districts, school personnel and parents in meeting state-mandated immunization requirements for school attendance.

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modification

Description of Services:

- Receive/enter immunization data into student information system
- Provide reports for Health Services staff, school personnel and county/state immunization coordinators as outlined by administrative rule
- Access/screen immunization records from other county/state databases and registries to supplement or verify parent or health care provider information submitted to schools
- As a delegate agency, in collaboration with Multnomah County Health Department, coordinate school immunization clinics to provide low cost or free vaccines and easier access for families
- Prepare component district mailing of parent notification of needed vaccines required by law and exclusion orders per contract with Multnomah County Health Department
- Telephone support and consultation for Health Services staff, school personnel, families, health care providers and graduated students
- Training of Health Services and school staff to perform data entry directly at school sites
- Collaboration with MESD Technology Services to provide component district reports or data when requested by state/county immunization coordinators for studies or potential legislative changes upon approval of component district administrators

Statement of Positive Outcomes:

- Data entry by Health Services staff facilitates timely tracking, parent notification
- Access to county/state databases and registries decreases number of parent notification letters/exclusion orders, limits number of school exclusions, potentially clears students for incomplete vaccine histories
- Family access to lower cost/free immunizations conveniently located in their school community
- Support to individuals misplacing immunization records
- Accurate consultation regarding further vaccines and recommended spacing
- Regional preparation of parent notification letters assures consistent and correct information for families

School Nurse Services Registered Nurses

Registered nurses provide consultative and direct health services for all students, Pre-K through grade 12. Services promote student's optimal readiness for learning through comprehensive, professional nursing services that support and promote student safety, health, and normal growth and development. Services are prioritized in the following order:

1. Life threatening
2. Mandated by statute or rule
3. Improve students' health and ability to participate in the educational process

Service goals established by the Health and Social Services Advisory Committee:

1. Priorities identified by component district and local school
2. Acuity, complexity, and quantity of known and potential health problems
3. Unique needs of individual schools

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Urgent nursing care
- Developing emergency protocols for responding to serious health problems
- Participate in IEP and 504 development, building screening teams for health care concerns, faculty and safety committee meetings
- Assessing and reporting abuse and neglect
- Train school personnel in medication administration, including epinephrine and glucagon
- Provide annual Bloodborne Pathogens re-certification of school staff to comply with OR-OSHA regulations
- Investigation, consultation and direction for communicable disease control
- Assess and plan care for physical and psycho-social health problems, including referrals as necessary to community providers for medical diagnosis and treatment
- Screening to provide early identification and prevention services, including:
 - Vision and dental – minimally for grades Pre-K, K, 1, 3, 5, 7 and all referred students
 - Mental health and drug and alcohol screenings – individual students
 - Immunization screening – all grades
 - Conduct home visits
 - Consult on environmental health and safety issues
- Promote health and wellness
- Participate in support groups

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School Nurse Services
Registered Nurses
(continued)

Description of Services (continued)

- Coordinate community immunization clinics for compliance of immunization requirements
- Provide health counseling, resources and instruction for individuals or groups
- Coordinate health activities with parents, school personnel and community health care providers
- Screen for eligibility and referral to children's health plan and other support services

Statement of Positive Outcomes:

- Increased average daily attendance and district financial reimbursement
- Increased student readiness for learning associated with improved health and appropriate health accommodations
- Increased engagement of students and families with the school and community
- Increased skills and knowledge for managing personal health, including physical and emotional aspects
- Decreased absenteeism and in school drop out rate
- Decrease community costs related to decreased unemployment and disability
- Decreased number of students involved in risky behaviors, e.g. drugs, alcohol, tobacco
- Safe and healthy school environment
- Compliance with state and federal requirements for support and special education services, accommodations, mandated training, and health education
- Early identification of health problems, e.g. visual acuity, somatic disorders
- Management of ill and injured students to ensure rapid response to medical emergencies
- Management of communicable disease outbreaks
- Health resource personnel for consultation or instruction to students and staff

School Nurse Services School Health Assistants

School Health Assistants (SHA) provided by MESD, are non-licensed personnel who work under the direction of MESD RNs to serve students and schools by providing health services to students and provide clerical support to the MESD RN. In order to ensure safe care, the MESD RN/SHA team shall consist of no more than one RN to five SHAs.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): Districts selecting SHA services must also select RN services for supervision and legal requirements.

Description of Services:

- Provide basic first aid and log care provided
- Administer medications according to state law and school policy
- Assist RN with vision and other health screenings, maintain and update student health records, collect immunization data for assessment by RN and process for or complete data entry
- Refer to RN students who need nursing assessment of acute or chronic health problems
- Under direction/supervision of an RN, per Oregon State Nurse Practice Act, perform nursing tasks as delegated by the RN

Statement of Positive Outcomes:

- School staff released to perform other job duties
- Well prepared person available to respond to illness, injury and emergency events
- Ongoing nursing supervision ensures safe and legal job performance

School Nurse Services Special Needs Nursing

Special Needs nurses are Registered Nurses with expertise in management of students with complex, chronic health needs in the school setting, e.g. medically fragile, technology dependent or live in long-term care facilities such as Providence Child Care Center. Special Needs Nurses augment and support nursing services provided by MESD school nurses, including training, consulting and participation in activities related to SPED and Section 504 when complex health needs exist.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modification

Description of Services:

- Planning and implementing health care management for students with the greatest health impact, including delegation of nursing procedures, community care coordination, and staff trainings for students in general and self-contained district classrooms
- Develop specialized nursing procedures and health management plans that are used by all school nurses
- Provide support to newly-hired school nurses to ensure a safe and smooth transition to the school setting and to field nurses to provide, consultation, training, and technical assistance for extraordinary health needs
- Every MESD school nurse and every component school is assigned a Special Needs nurse
- Work with MESD and school staff to implement Medicaid billing processes in order to maximize Medicaid reimbursement for districts
- Work collaboratively with school teams (IEP, 504, feeding), the Oregon Department of Human Services, community agencies, and attorneys

Statement of Positive Outcomes:

- Able to comply with IDEA and Section 504 authorized health requirements
- Students with chronic, complex health conditions are safe when attending school because health care needs are met through individualized health plans
- Receive allowable Medicaid reimbursement
- Highly qualified nurses specialized in the care of medically fragile students in the school setting available
- Special Needs nurses manage those students with the most intense health needs, leaving school nurses available to provide population-based services to school communities

School Nurse Services Contracted Nursing

Districts may contract with MESD for licensed nursing services (RN/LPN) to individual or population of students. Available services include:

School Nursing services:

Comprehensive nursing services that support component districts by providing mandated health services and students by promoting wellness, safety, and normal growth and development to assist in achieving optimal education experiences
Short-term substitute RN services for overnight special activities (based on sub availability).

1-1 Direct Student Nursing Care:

Licensed nursing service to students who have medically fragile/complex and possibly technology dependent health conditions

Classroom LPN Nursing:

Licensed Practical Nursing support to self-contained classrooms containing students who require a number of nursing interventions or oversight during the school day

Special Program Registered Nurse:

Professional nursing services for self-contained classrooms with high numbers of students who have medically fragile conditions

Special Needs Nurse:

Professional nursing services for specialized programs, support to component district Special Education staff and students

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

All staff listed below are supervised by an MESD nursing supervisor:

School Nursing Services

- See program description for School Nursing Services

1:1 Direct Student Nursing Care

- Licensed nurse (RN or LPN) provides nursing care for one student, assessed by a Special Needs nurse, to have nursing needs that require continuous nursing oversight, including district-provided transportation to and from the student's home.

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**School Nurse Services
Contracted Nursing
(continued)**

Description of Services (continued)

Classroom LPN Nursing

- Work under the direction of Program and Special Needs nurses supporting self-contained classrooms that contain students who have a high number of nursing interventions, e.g. gastrostomy tube feeding, oral feeding for high-risk students, medication management, seizure management, diabetic management and physical management activities

Special Program Registered Nurse

- Work in programs containing a high number of students with medically fragile conditions who may be located in multiple classrooms and perform ongoing nursing assessments on each student to determine nursing interventions that are needed during the school day, including delegation of nursing procedures
- Coordinates health care among school, community health care providers and families or staff of long- term care facilities where students reside

Special Needs Nurse

- Plan and implement health care management in general and self-contained district classrooms, including training and supervision of staff delegated nursing procedures
- Coordinate health care requirements of students with families, community health care providers and school staff
- Work collaboratively with component district Special Education staff and school teams (e.g. IEP, 504, feeding)
- Work with Health Services and school staff to implement Medicaid billing processes in order to maximize the available Medicaid reimbursement for districts

Statement of Positive Outcomes:

- Students with medically fragile conditions attend school with their peers, having their individual nursing needs met
- Requirements of IDEA and the Office of Civil Rights met
- Partnerships are developed among school staff, community health care providers, families and staff of long term care facilities
- Receive allowable Medicaid reimbursement
- Resource of nursing consultation/service provided by highly qualified nurses who specialize in the care of students with medically fragile conditions is available

Health Education & Staff Development

Instruction and support to component districts to assist in meeting state and national mandates for required health and safety training and responding to occupational exposures to bloodborne pathogens.

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modification

Description of Services:

Bloodborne Pathogens Training:

- Initial training provides two hours of instruction to comply with OSHA regulations for persons who perform job tasks that may place them at risk for occupational exposure
- Annual update training provides OSHA required BBP instruction and review of protective measures in a self-paced online module

Medic First Aid Course for those who require certification:

- CPR instruction
- Automatic External Defibrillator (AED) use
- First Aid instruction

Severe Allergic Reaction Training:

- Two hours of instruction for persons who may assist students reacting to allergens

Medication Administration Training:

- Two hours of instruction for persons who administer medications during the school day
- Annual update training provides ODE required instruction and review of medication administration in a self-paced online module

Glucagon Training:

- Two hours of instruction to employees who assist students with diabetes to be able to recognize signs and symptoms of severe hypoglycemia and administer an injection of glucagon in an emergency situation.
- Data entry for classes conducted by Health and Social Services (HSS) trainers
- Communicable disease education provides one hour of instruction and review to school personnel who are not at risk of occupational exposure but who request general information regarding communicable disease education
- Hepatitis B vaccines offered to component district personnel at risk of occupational exposure
- Post exposure evaluation provided to personnel who have received an occupational exposure to body fluids and need medical counseling
- Health Occupations Program provides instruction to students in health occupational programs who require instruction in Bloodborne Pathogens training prior to assignment to clinical working areas
- "Communicable Disease Control Plan for School District Employees" is provided to component districts to meet OSHA regulations

***Health Education & Staff Development
(continued)***

Statement of Positive Outcomes:

- Compliance with state regulations for training
- Provides evidence-based curricula
- Semi-annual statistics provided to component districts for review of employee training
- "Communicable Disease Control Plan for School District Employees" assists districts in complying with OSHA requirements
- Increased skills and readiness for staff to respond to emergency events in the school community, provide safe medication administration, and protect themselves against an occupational BBP exposure.

Medicaid Billing Services

Medicaid Administrative Claiming

Medicaid Administrative Claiming (MAC) identifies and accounts for certain activities performed by public school staff that can be claimed for reimbursement/federal financial participation (FFP) amount which reflects the actual costs to provide those services.

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Develop and maintain technology and procedures that ensure appropriate process documentation according to the retention schedule and state requirements
- Provide on site train-the-trainer workshops on MAC program and completing the survey
- Provide necessary training materials necessary
- Provide technical assistance
- Ongoing development and maintenance of the MESD web based survey tool

Statement of Positive Outcomes:

- Federal dollars for services provided
- Assurance of program integrity and coordination of services

Medicaid Billing Services School-Based Health Services

The Medicaid program and policy information is centralized in the MESD Medicaid Billing Department with summary or other pertinent information copied and forwarded to component districts. Information from the state Medicaid agency flows through MESD to component districts who elect not to receive information directly in order to reduce their staff time in deciphering what applies to them and what does not. Component Districts have come to depend on the MESD Medicaid Billing Department to prompt or make them aware of documentation requirements, program or contract changes, schedules, etc. By centralizing the Medicaid Billing Operations component district risk is minimized.

The 2008 CMS regulatory changes, as well as DHS Department of Medical Assistance Programs' implementation of a new Medical Management Information System, resulted in significant technology changes and pre-paid state match payments. MESD serves component districts by utilizing resolution funds to make state match payments, streamlining this process and managing reimbursements. By sharing technology costs and contracting with non-component districts that use the MESD billing information system, component district costs continue to be reduced. For component districts utilizing the Electronic Student Information System (eSIS) for Special Education, certain documentation can now be shared electronically instead of by hard copy.

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Utilization and maintenance of a school based Medicaid billing system
- MESD Medicaid billing staff provide training and workshops at component district facilities rather than requiring staff to travel
- Monthly reports are provided in person and documented in writing to all component district Special Education/Student Service Directors
- Web access is posted monthly which allows ability to track financial transactions
- Liaison between DHS and component districts regarding School-Based Health Services Program

**Medicaid Billing Services
School-Based Health Services
(continued)**

Statement of Positive Outcomes:

- Awareness of Medicaid expectations in the event of an audit
- Prompt notification when information or documentation is missing or inadequate
- Streamlined efforts focusing on those medically-licensed staff who can bill for services to Medicaid-eligible students
- Sustains development, improvement and/or support for services that may qualify for reimbursement
- Leadership and support in obtaining Medicaid reimbursement
- Option to utilize electronic record keeping for billing purposes and maintain paper documentation in the student file, reducing the amount of paper shuffling between Multnomah ESD and component districts
- Approximately 350 direct service providers have been trained to use the web-based Medicaid billing system to bring efficiencies and information directly to each component district service provider

School Health Projects

With a history of three decades of development and implementation of quality programs for Health Services, this program allows ongoing distribution of training materials and health resource tools for component district use and encourages partnership with community providers of health services.

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modification

Description of Services:

Materials available for purchase through this program:

- Medication Administration – A Manual for School Staff
- Glucagon Training Manual
- Treatment of Severe Allergic Reaction Instructor Manual
- Communicable Disease Control Plan for School District Employees (Multnomah County)
- Department of School Health Forms Manual
- Quality Nursing Interventions in the School Setting: Procedures, Models, and Guidelines
- Responding to Student Injury & Illness
- Mental Health Curriculum for Children ages 10 to 12

Statement of Positive Outcomes:

- Promote standardization of Health Services
- Decreased use of local resources for development of health manuals by component districts
- Resources that meet state and national guidelines

Wraparound Oregon: Early Childhood SAMHSA Funded Mental Health Services

Wraparound Oregon: Early Childhood, a SAMHSA federally funded grant program, is a system of care for children birth to eight with significant mental health challenges, and their families, in Multnomah County. Using a strong wraparound planning process, family-driven, collaborative teams create a single plan of care that responds effectively to the unique needs of each child and family. As a result of these activities we will see children and their families achieving positive outcomes at home, in educational settings and in the community.

Wraparound Oregon: Early Childhood focuses on building and sustaining the capacity of the system and community partners to collaborate in providing early childhood programs and services that are consistent with system of care principles. Collaborating with families and a broad array of child-serving partners, the MESD and Wraparound Oregon: Early Childhood will increase identification and effective system level programming for young children and their families.

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Eight facilitators to convene and help conduct family driven care teams for enrolled children and their families. The care teams assist families to identify their strengths, concerns, goals, and the services to help meet those goals. We are serving approximately 100 families annually.
- Four Family Partners work with each facilitator and family to provide peer support to parents and assist them to successfully engage with the wraparound process and staff
- Four DHS Child Welfare staff case manage assigned families with child welfare involvement
- Multnomah County Early Childhood Mental Health specialists work cooperatively with families jointly served by the project and Multnomah County
- Head Start and Early Head Start programs work cooperatively to help provide coordinated and comprehensive services
- Evidence based services and practices are accessed for the children served
- Flexible funds and individually crafted service plans are a part of each family care plan

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***Wraparound Oregon: Early Childhood
(continued)***

Description of Services (continued)

- Comprehensive Training Academy is provided to the providers and community partners engaged in the system of care
- A strong and sustainable family organization is being created to provide supports for the family members
- Extensive evaluation program is underway through Portland State University Regional Research Institute
- Social Marketing services to promote the values and goals of the system of care
- MESD provides expert management and administrative oversight of the program through the services of a Program Director, Family Development and Training Coordinator, Clinical Director, Social Marketing Director, Cultural Competency Coordinator, budget and support specialists, active support of the Director of Health and Social Services, the MESD Chief Program Officer, as well as a Planning Committee
- Project receives extensive technical assistance from the Substance Abuse and Mental Health Services Administration (SAMHSA)

Statement of Positive Outcomes:

- Increased number of days of attendance for children in their respective educational setting
- Increased school readiness as evidenced by pre- and post testing, where possible
- Fewer classroom disruptions due to emotional/behavioral difficulties
- Greater family satisfaction with the development of their child
- Fewer school moves
- Fewer moves in the foster care system
- Faster achievement of permanent placement for children in the foster care system
- Children reside in least restrictive and community based settings
- Fewer barriers for families to access and use needed services in the community
- Greater system collaboration, including coordinated and sustainable funding for the child serving systems

Dental Van Services

Health & Social Services (HSS) nurses work collaboratively with Medical Teams International (MTI) and Multnomah County Health Departments (MCHD) in select high-need schools to assist uninsured students with dental treatment for acute dental needs.

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

School nurses:

- Screen and refer for dental needs
- Assess eligibility based on lack of dental insurance and family's inability to pay
- Facilitate parental notification and obtaining treatment consent and health history
- Organize dental van day
- Provide post treatment care
- Coordinate and schedule dental vans through MTI (Medical Teams International) and MCHD (Multnomah County Health Department) based on availability of vans and volunteer dentists

Statement of Positive Outcomes:

- Dental pain and associated absenteeism is minimized, thereby reducing the risk of associated poor scholastic achievement
- On-site care decreases absenteeism for dental appointments as the majority of students come from and return to class alleviating travel time
- Approximately 300 plus students treated annually
- Students who have never seen a dentist or not had care within 2-3 years (more than 50% of students served on the van) are provided dental care
- Reduced risk of complications from dental associated health problems such as abscesses, infections, heart or kidney disease and inadequate nutrition
- Improved self-esteem as reflected in more happy smiles

Hospital School Program

In accordance with the provisions of ODE Contract 7207, ORS 342.261 and OARs 581-015-2610, 581-015-2775, and 581-015-2580, the Hospital School Program (HSP), a unique service in Oregon, provides instruction to students with significant, acute medical or mental health needs during the course of their hospitalization and ongoing treatment. Hospitalized children are at greater risk of falling between the cracks when it comes to receiving ongoing educational services, keeping in contact with their home component districts and planning a reasonable and realistic transition back to school following hospitalization.

Funded by ODE, HSP serves students from throughout Oregon, and in some cases, other states and other countries. Program staff collaborate with component districts, whenever possible, to coordinate ongoing instruction; keep students connected to their local schools and classmates; implement and/or develop IEP goals, if appropriate; and provide valuable information to assist in providing educational interventions designed to ease a student's transition back in to school.

Funding Option(s): Contract

Proposed Modification(s): For 2010-2011 HSP has added a School Re-entry/ Transition Coordinator to assist targeted students with their reentry from the in-patient hospital setting to school and/or home instruction. We will target children coming from long term hospital stays, children with chronic illness resulting in frequent and lengthy absences from school, and students who present special challenges to schools as they re-enroll.

Description of Services:

OHSU Doernbecher Children's Hospital (DCH) Pediatric Acute Care Center

- Serving acute care patients and those recovering from surgery, transplants and other medical procedures. This unit also serves most students in the state with Cystic Fibrosis, a serious chronic health condition.

OHSU DCH Hematology/Oncology Unit

- Serving Hematology and Oncology patients, including sickle cell anemia and all forms of cancer. This unit also serves young patients with Crohn's disease.

OHSU DCH Pediatric Intermediate Care Unit

- Serving children who have graduated from intensive care, recently received organ transplants, or have monitoring needs that exceed care levels in the 9th floor acute care center.

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**Hospital School Program
(continued)**

Description of Services (continued)

Oregon State Hospital, Portland Campus

- Serving patients age 18-21 who are assigned or committed to the secure Mental Health facility. Students usually work toward GED preparation, high school credit recovery or basic skills to assist them in their eventual transition to the community.

Emanuel Children's Hospital Rehabilitation Unit

- Serving patients with long term rehabilitative needs due to traumatic brain injury, cancer, brain infections and other conditions.

Emanuel Children's Hospital Pediatric Acute Care Unit

- Serving patients with cancer, those recovering from surgery and other medical procedures. This unit also serves children from the burn unit, renal dialysis and children with eating disorders.

Shriners Hospital for Children

- Serving students recovering from orthopedic surgery, and other procedures, and those with longer term rehabilitative needs.

Statement of Positive Outcomes:

- Provided over 8,800 hours of direct instruction to over 1600 students
- Successfully piloted a school re-entry coordinator position, and have included it in our current array of services
- Our fourth Hospital School faculty member is currently participating in training with the Oregon TBI Consulting Team
- HSP staff have partnered with OHSU, Leukemia and Lymphoma Society, Teaching Research and other agencies to provide inservice training to Oregon teachers and other school staff
- Continued collaborative interaction with Teaching Research Institute, ODE and Columbia Regional Program to develop the model for Regional TBI service in our region and throughout the state
- Increased linkages and positive relationship building with local high schools related to instruction of their students and awarding of credit

Long Term Care and Treatment

Oregon Department of Education funding provides for Multnomah ESD instructional staff, curriculum, related services and administrative support to educate students with mental health and behavioral challenges at local centers providing specialized Long Term Care and Treatment. Typically students are in residential or supported foster homes and attend a specialized school due to their unique challenges. The programs located at Wynne Watts School provide academic and vocational instruction, behavioral intervention and social skills training. A full continuum of educational and support services are provided to middle and high school classrooms. The exact configuration of the classrooms is dependent upon the projected ages and number of students and their unique constellation of needs. Continued flexible staffing patterns and instructional models will be utilized to meet student, family and agency needs.

- **Wynne Watts School** (in partnership with Albertina Kerr Centers) - MESD partners with Kerr to provide an educational program with significant behavioral and mental health components. Students include middle to high school aged youth with dual diagnoses of developmental disabilities and mental health disorders, who have also been convicted of crimes. They are placed into residential care by Oregon's Psychiatric Secure Review Board (PSRB). They live in a secure residential setting on the Kerr campus and are the responsibility of Kerr Developmental Disabilities Services. MESD provides educational and related services to these students, and collaborates with Kerr in the overall treatment plan for these youth.
- **Counterpoint** (in partnership with Morrison Center) - The Counterpoint program is also located at Wynne Watts School on the Kerr campus. Students live in proctor homes (a supported form of residential programming) and receive specific mental health treatment and support from the Morrison treatment staff. With administrative support from MESD, our instructional staff of two teachers and two education assistants, collaborate with the Morrison Center to meet the unique needs of approximately 15 students.
- **MESD Therapeutic Classroom** - MESD also operates a third classroom-based program for students with significant mental health needs at the Wynne Watts site. This program serves students through a tuition based arrangements with component districts. Academic needs are met through individualized, specialized instruction and are supplemented with behavioral support from the educational staff and contracted QMHP services.

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Long Term Care and Treatment (continued)

Description of Services:

Students may be eligible for special education services under the category of emotionally disturbed and/or mental retardation, or other related conditions. Most have demonstrated significantly problematic or severe behavior problems within the regular school, treatment programs or residential placements. Students usually include impulsivity, oppositional and/or aggressive behaviors as part of their behavioral response patterns. Most are involved with other community or governmental agencies. Options for services may include:

- Structured behavioral interventions and behavior plans adhered to at the site
- Supported Time Out rooms for middle and high school students to work on controlling behavior
- At high school level, the behavior intervention plans tied to the benchmarks identified in the career-related learning standards, in school and in the work place
- Physical intervention procedures will not be used at the high school level unless the safety of the student or others is threatened
- Counseling and intensive treatment provided by Albertina Kerr, Morrison and contracted QMHP staff
- School psychologist and teaching staff provide educational assessment upon intake
- Program orientation for students, parents and component district representatives
- Weekly problem-solving regarding academic and behavioral issues impacting learning for the student with the teaching staff
- The team of school staff and staff from partnering agencies also facilitate the transition of students back to the local district
- Core components of the program include academic instruction, social skills instruction and positive behavior interventions
- Functional behavior assessments and positive behavioral intervention plans, designed, implemented and evaluated for specific behaviors that interfere with academic or social progress
- Related services as identified by IEP teams with intake and evaluation information

Statement of Positive Outcomes:

- Mental health needs are treated in a restricted environment until the student is able to transition to a regular school setting
- Individual mental health and school needs are provided on an individual basis
- Students have the ability to continue the learning process in a unique environment as needed
- Transition to less restrictive environments occurs when progress in social skills is shown and stabilization of mental health needs occurs
- Schools have a solid, productive option for placement of extremely challenging students

Health Insurance Program

Through grant funding and collaboration among Multnomah County Health Department (MCHD), Kaiser Permanente Northwest Health Foundation, Department of Human Services, Office of Private Health Partnerships, and other community partners, this program was formed to identify children eligible for health insurance programs and assist with health and social service access. Four outreach specialists and a .3 office assistant provide the necessary staff for the referral and triage of students and families by the school nurse, component district staff, and other community agencies. Kaiser Permanente continues to offer premium-free health insurance in Multnomah and Clackamas school districts and expanded their offering to all Multnomah County elementary school children and their siblings ages 3 – 19 who remain qualified under Kaiser policy.

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Coordinate activities among school nurses, outreach workers, social service providers, schools and other community organizations through a referral process
- Provide outreach through clinics and individual appointment
- Enroll students in appropriate health insurance programs and/or help them access needed medical services
- Coordinate referral and eligibility activities with Oregon's 2009 Healthy Kids program
- Provide education on how to access healthcare with insurance plan

Statement of Positive Outcomes:

- Provide families with the tools needed to access health insurance and health care for a healthier lifestyle
- Improve use of community resources through shared services and programs
- Support Multnomah County schools by providing students access to health care addressing the Healthy Kids Learn Better philosophy
- Provide a model of outreach reproducible for other education entities throughout Oregon
- Demonstrate successful partnerships between public health and education agencies and private non-profit healthcare organizations

Screening Team

The Screening Team provides mandatory and vital screening services to enhance student health and educational success.

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Team of substitute nurses and assistants provide on-site screening for dental and vision screening in grades Pre-kindergarten (PK), kindergarten (K), 1, 3, 5, 7 and referred students and hearing screening for students in PK, K, and 1 in a time efficient one day process
- Screening results are centrally entered into the MESD data base and parent notification is prepared for component district mailing of referral information
- Students with deviant screening outcomes are referred for follow up by an appropriate provider
- Nurses and the audiologist monitors follow up activity and support families with health education and resource information

Statement of Positive Outcomes:

- Early identification of uninsured students with dental needs allows low income families to participate in the School Dental Van Program or *Give Kids a Smile Day* for free community dental services
- Prompt referrals for deviant screening findings promotes optimal health for students and enhances the potential for educational success
- Minimizes missed classroom time and the overall impact to the school
- Low income or uninsured students may receive vaccinations at school in order to decrease the number of immunization exclusions and missed absences from school
- Meets mandatory and vital screening services
- Facilitates a more consistent, accurate and efficient screening, record keeping and referral process
- Allows school nurses to spend more time on case management for students with ongoing and complex health issues, health education and other health assessment activities

SHAPE (Student Health Access & Partnership for Education)

SHAPE was established from funds received through the MESD E2 Foundation from a one-time allocation of Medicaid Administrative Claiming dollars by the Multnomah County Service Integration Council. This fund, replacing the Brady Fund previously used by Portland Public Schools as a vision care resource, provides vision care and other health or social services for low income and uninsured students throughout Multnomah County. The Department of Health and Social Services began administering the referral and payment of this resource for vision care in February 2003. Through a cooperative relationship with Pacific University College of Optometry, arrangements were made for qualified students to receive comprehensive vision examinations and eyeglasses. The one-time funding was almost totally expended during the 2004-2005 school year.

Remaining dollars have been invested in the hopes that the program can be offered again in the future.

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Referrals are made to the school nurse
- Student assessed by school nurse using standard referral criteria
- Parent notified of screening results
- Student assessed for income eligibility and insurance status
- Parent notified with instructions for making appointment with service provider
- Service provider bills MESD for services rendered

Statement of Positive Outcomes:

- Increase in academic achievement due to identification of vision concerns
- Child Find activity for IDEA

Department of Technology Services

Resolution and Contract Programs

Business Applications
Network/Internet Services
Student System Applications
Voiceover Internet Protocol (VoIP) Services
Help Desk Services
Anti-Virus Services
Discovery Video Streaming



Technology Services Business Applications

Extensive integrated administrative, financial and human resource computer systems are provided through the Business/Human Resources System and includes human resources, payroll, budgeting and accounting, accounts payable and receivable, fixed asset accounting, position control, purchasing, payroll encumbering and stores inventory.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Business Services team provides users with a help-desk environment, component districts specific consultation, problem solving, technical instruction/training, documentation, specified reporting and subsystem development, software updates, automation development and conversion of old tracking systems
- Human Resources System provides the Payroll System with needed relevant information. Sharing of data eliminates the need for duplicate record keeping by the Human Resources and Payroll departments
- Workflow processing in both Human Resources and Business Systems
- Human Resources System includes the following tracking subsystems/features:
 - Automated salary computations
 - Automatically updated salary schedules
 - Benefit coverage/pooling
 - Training and certification tracking
 - Compensations/assignment tracking
 - Employee calendars
 - Emergency data
 - Employee On-line Access
 - Evaluation tracking
 - Reporting to ODE
 - Fingerprint tracking
 - License/certification tracking
 - Position control management
 - Termination tracking
 - Tuition/education tracking
- Employee contract generation for downloaded data
- Payroll Contract tracking automates mid-year changes and retros
- Position Control current year management
- Position Control for budgeting purposes

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**Technology Services
Business Applications
(continued)**

Description of Services (continued):

- Business System includes the following components:
 - Accounts payable
 - Accounts receivable
 - Budget preparation and modeling
 - Check management
 - Cash receipts
 - Custom web forms
 - Documents Online
 - Fixed assets
 - General ledger
 - Grant/contract tracking
 - Payroll
 - Position Budgeting
 - Purchasing
 - Stores inventory
- Subsidiary ledgers are fully integrated with the General Ledger
- Postings occur on-line, interactively
- Employee Online gives staff access to personal information
- Required asset, liability, inter-fund, intra-fund, fund balance and transfer transactions are performed by the system
- Reports and checks can be printed at component district office sites
- Database tables are integrated to eliminate redundant transaction entry
- PERS and State Unemployment files are sent directly by each component districts via e-mail or electronic data transmission
- W-2 files are created for each component district
- Secure check stock, automatic check signing at time of check printing, machine folding/stuffing for quicker distribution
- Positive Pay reduces check fraud and check fraud liability
- Timekeeping options through Timecard Online and Subtracker
- Documents Online and Report archiving
- System security with field-level and user-level access control
- Bank deposit and reconciliation sent and received electronically
- Specialized CDD reporting
- Customized Webforms integrated with Workflow processing
-

Statement of Positive Outcomes:

- Deliver administrative computer technology and support designed to increase efficiency and improve internal and external communications
- Work with component districts to move to a common set of accounts and reports
- Develop training opportunities that are both instructor led and web based

Technology Services Network/Internet Services

Continue deployment of updated routers, router maintenance, network management and connection to the Internet, and other emerging networks. We continue to double our system utilization while keeping costs down and maintaining excellent reliability. The Network/Internet Services team manages the Wide Area Network. This can include IRNE/INET lines, routers, switches, proxy services, DHCP services, LDAP services, e-mail, as well as the MESD connection to the Internet.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- T1 or INet connection to each school and component district offices includes router and DSU, or equivalent
- Technical advisory and discussion groups
- Planning and coordination of Wide Area Network issues, including dealing with growth issues and network design
- Assistance in establishing, maintaining, and securing component districts network services
- Assistance in establishing and maintaining Wide Area Network usage standards
- Network applications including, but not limited to:
 - Listserver
 - Calendars
 - LDAP Services
 - Radius Services
 - Virtual Private Network access
- Coordination of connectivity projects with local phone/cable/wireless companies for new or upgraded services
- Redundant transparent proxy servers
- Electronic Mail Hosting (SMTP) for all students and staff
- IMAP, POP3 and Web based clients supported
- Redundant Mail Relays to limit external access to component district mail servers. Mail Relays also provide SPAM filtering and other mail broadcasts that interfere with normal operations.
- Redundant Dynamic IP Address Allocation Servers (DHCP)
- Redundant Domain Name Server (DNS/BIND) to translate Internet names into Internet addresses, and vice versa
- Monitoring of Wide Area Network, including routers and communication lines
- Firewall network protection support
- Web content filtering for all users
- Uninterruptible power supply with backup diesel generator for the MESD data center
- Monitoring of network resources <http://stats.mesd.k12.or.us>

***Technology Services
Network/Internet Services
(continued)***

Statement of Positive Outcomes:

- Deliver administrative computer technology and support designed to increase efficiency and improve internal and external communications
- Maintain cost effective wide area network and Internet connection services
- Increase bandwidth to the Internet as demand grows, in as cost effective manner as possible
- Grow network services to include helping component districts deploy new technologies
- Improve network redundancy and overall network reliability

Technology Services **Student Information System**

Student Services provides comprehensive computer services for administrative student applications. Technology Services supports the web-based student information system, eSIS, developed by Administrative Assistants Ltd. eSIS offers a district-wide web solution with access for administrators, teachers and professional staff concerned with the management of student records. All component districts in Multnomah County and school districts using services from Clackamas ESD share the same eSIS database instance. This integrated system includes demographics, scheduling, period and daily attendance, progress/grade reporting, graduation requirement tracking, high school four-year planning, activity tracking, discipline tracking, competency reporting and electronic student record transfers.

Funding Option(s): Resolution/Contract and/or Grant

Proposed Modification(s): In order to provide greater flexibility to districts MESD is replacing the All or None service level with a tiered model. The first Level of Service is for districts with their own licensing agreements with AAL. Each additional level can be added up to full eSIS support at Level 3.

Description of Services:

Level of Service 1: SISNet Services

- SISNet team provides system and database administration including; upgrade and patch installation, troubleshooting, operating system support, back-ups, and ETL (extract, transform, and load) routines
- District has access to SISNet for backend support of hardware and software
- This Level of Service requires the District have a licensing with eSIS provider and annual maintenance must be up to date

Level of Service 2 (includes Service Level 1, plus): User Application Support

(district level access)

- Student Services team provides users of the system with a technical help desk, district-specific consultation, problem solving, tips/tricks/shortcuts, training and documentation
- District maintains first tier support and access to helpdesk is limited to designated district staff such as IT staff, counselors, and registrars

Level of Service 3 (includes Service Level 1, plus): User Application Support

(teacher level access) –

- Student Services team provides users of the system with a technical help desk, district-specific consultation, problem solving, tips/tricks/shortcuts, training and documentation
- District has no internal first tier support and end users can call the SIS helpdesk

Level of Service 4: Data warehouse/Dashboard

- Student Services also supports the web-based data warehouse application, designed to facilitate reporting and analysis of aggregate data or drill-down to student level data
- Student Services is shifting to a Willamette ESD based data warehouse to better provide teacher and administrative dashboards
- Coordinate data validation and reporting for ODE's KIDS project

***Technology Services
Student Systems Applications
(continued)***

Statement of Positive Outcomes:

- Deliver administrative computer technology and support designed to increase efficiency and improve internal and external communications
- Work with districts to set priorities for improvements to eSIS, the student information system and the data warehouse to support data-driven decision making
- Deploy new and enhanced eSIS modules such as the new teacher assistant module, data warehouse and video training, as they become ready
- Coordinate data validation and reporting for ODE's KIDS project
- Continue our relationship with other eSIS districts outside of our region to help with cost sharing and improvements to the system and data warehouse

Technology Services Voice over Internet Protocol (VoIP) Services

Provide installation and support services for VoIP implementations. These services are available to districts within and outside MESD.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Installation and configuration of Asterisk PBX software or equivalent
- Assist in selection of telephony hardware
- Assist in provisioning of circuits to the Public Switched Telephone Network (i.e. T1 PRI, B1)
- Network optimization for VoIP traffic
- Dial plan configuration
- On-going maintenance and support
- Modern phone system features, such as:
 - Voice mail
 - Caller ID
 - Call waiting
 - Call queuing/parking
 - Interactive Voice Response (IVR)
 - Conference bridges
 - Three-way calling
 - Overhead Paging
 - Ring groups
 - Voicemail groups
 - Roaming extensions

Statement of Positive Outcomes:

- Deliver open source phone service support to increase efficiency and improve internal and external communications
- Reliable, modern phone system
- Significantly lower cost of operation

Technology Services

Help Desk Services

Provides infrastructure tools and escalation/consulting services for component districts' help desk and desktop support staff. These services are available to districts within and outside MESD.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Desktop Support Infrastructure:
- Patch management
- Automated software deployment
- Imaging
- Remote end-user support
- Software and hardware inventories
- License management
- Help desk software
- Issue escalation path for district desktop support staff
- Help desk efficiency and work flow consultation

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD:

- Tier 1 desktop/help desk support
- Vendor support contracts (i.e. Apple Care, Microsoft)
- Desktop hardware and application software

Statement of Positive Outcomes:

- Deliver computer support, help desk service to increase districts' efficiency and improve internal end user support
- Efficient, effective desktop support infrastructure
- Escalation support for the resolution of difficult issues

Technology Services Anti-Virus Services

Provides licenses for anti-virus software. By combining our buying power, we can negotiate lower rates.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modification

Description of Services:

- Bulk purchasing of anti-virus software licenses
- If applicable to the anti-virus software vendor:
- Centralized management console
- Packaging of software into an easy-to-deploy format
- Testing of new versions and new platforms

Statement of Positive Outcomes:

- Provide bulk-purchasing of Anti-Virus software to achieve lower per seat cost than component districts can negotiate individually

Technology Services Discovery Video Streaming

Provides access to Discovery Video Streaming services.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modification

Description of Services:

- | |
|---|
| <ul style="list-style-type: none">• Access rights to Discovery Video Streaming services |
|---|

Statement of Positive Outcomes:

- | |
|--|
| <ul style="list-style-type: none">• Provide Access to Discovery Video Streaming Services |
|--|

Administrative Support Services

Resolution and Contract Programs

Bid Online IFAS Module

Business Services

Inter-District Delivery System (Pony)

*Legal Services ** New Service ***

Online Cooperative Purchasing Program

Payroll Services

Printing & Graphics Services

SB 1149 Energy Projects - Fiscal Agent of Public Purpose Funds for Schools

School Announcement Closure Network FlashAlertNewswire.net

Substitute Teacher TSPC Registration & Automated SubFinder Calling System

SubTracker IFAS Module



Bid Online IFAS Module

Business Services has licensed the Bid Online module for use within the MESD. Component districts wishing to implement and use this module are required to participate in the cost for licensing (a one-time charge) as well as ongoing annual maintenance costs.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Bid Online is a module within the IFAS financial and Human Resource System which administers the creation of bids, publishes them on the web and provides a portal for vendors to view bid specifications and submit their responses
- Complete integration with the IFAS purchasing function, thereby eliminating duplication of data entry

Statement of Positive Outcomes:

- Module can help each component district be more efficient with their resources by automating what is currently a manual and labor intensive process

Business Services

This service provides all support services required for maintenance of programs and their employees. Services are operated on a cost-reimbursement basis.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

MESD will perform full Business Manager responsibilities, including but not limited to:

- Finance and Accounting
- Budgeting
- Purchasing

Statement of Positive Outcomes:

- Component districts using these services experience a high standard of customer service and quality

Inter-District Delivery System (Pony)

Facilities and Transportation Services provide inter-district “pony” delivery service to component districts. This service is operated on a budget of approximately \$25,000 a year and funds a partial FTE and covers vehicle maintenance and operation costs.

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

The inner office courier route is operated two days per week (Tuesday/Thursday). It provides mail service to the following component district offices as well as various MESD school programs and locations:

Component District sites:

- Centennial District Office
- Corbett School District Office
- David Douglas District Office
- Gresham/Barlow School District Office
- Portland Public Schools
- Reynolds School District Office
- Riverdale School District Office

Multnomah ESD sites:

- Alpha School
- Arata Creek
- Donald E. Long School
- Helensview School
- Multnomah Early Childhood Program (East)
- Multnomah Early Childhood Program (West)
- Pathways Community School

Other sites:

- Albertina Kerr Center (Wynne Watts)
- Clackamas ESD Mailroom
- Dornbechers Children’s Hospital School Program
- Emanuel Hospital School Program
- Shriners Hospital School Program

Statement of Positive Outcomes:

- Service allows component districts to administer their education mission

Legal Services
*****New Service*****

School districts daily face a host of legal issues regarding employees and students and growing compliance issues imposed by state and federal laws and regulations, agencies and court cases. This program provides support, consultation and representation in areas of labor and employment law and general school law. Services can be customized to meet unique needs or compliment existing district services.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): New Service

Description of Services:

General Legal Assistance and Support:

- Sounding board for staff on general school law issues
- Public records and meetings
- Labor and employment law
- Student and employee discipline
- Harassment and discrimination issues
- Board policy questions
- A wide spectrum of issues which often arise on a daily basis

Labor Relations:

- Assistance before, during and after contract negotiations have concluded
- Expertise in conducting a review of current bargaining contracts and preparation or review of bargaining proposals
- Advice and guidance regarding contract interpretation and administration

Customized Workshops:

- Create and provide workshops on a variety of labor and employment law topics including employee discipline and dismissal, evaluation, layoff and recall and leave administration
- Provide a meeting/forum for open discussion of topics of interest including labor and employment issues, collective bargaining strategies and recent federal and state legislation

Risk Management:

- Assess your risk management needs including review of liability and other insurance coverage
- Review and advise you regarding your current procedures including safety committee operations, workplace accident investigations and motor vehicle accidents

Workplace Mediation:

- Provide a process for alternative dispute resolution when there are unresolved issues between a supervisor and employee, co-workers or a work group

(continued on next page)

***Legal Services
(Continued)***

Description of Services continued:

Contracting, Purchasing and Procurement:

- Assist you with a review of your current public contracting and purchasing process
- Provide staff training including policy and contract development, agency credit card use, ethics and contract management

- The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD:
 - At the table collective bargaining representation
 - Grievance arbitration hearings
 - Unfair labor practice hearings before the Employment Relations Board

Statement of Positive Outcomes:

- Needs determined on an individual district basis
- Early identification of potential legal litigation and minimizing risk
- Improved use of resources through shared services and training opportunities
- Emphasis on preventive strategies and planning to achieve desired outcomes
- Customized training and forums for discussion of issues using small or large group settings

Online Cooperative Purchasing Program

MESD is a public school district operating a non-profit permissive cooperative and has executed cooperative buys for over 40 years. Bulk cycle and year-round ordering from our Portland based warehouse is offered.

Cooperative Purchasing combines traditional concepts of demand aggregation which generates savings and efficiencies in customer processing, vendor unit prices, and administrative costs to operate the service.

This service is operated on a cost-reimbursement basis and passes on savings in product pricing and shipping, and creates processing efficiencies for our component districts.

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

Access to a hosted Application Service Provider (ASP):

- Annual bulk cycle ordering
- Year-round inventory ordering
- Direct shipment of goods from vendor contracts negotiated by MESD

Statement of Positive Outcomes:

- Component districts using this service experience a smoother ordering environment, greater accountability and better variety of supplies with more responsive delivery at less cost

Payroll Services

This service provides all support services required for maintenance of programs and their employees.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Enter all information related to payroll, code and input timesheets
- Process payroll in time to meet the direct deposit requirement
- Leave accounting function
- Prepare manual checks for terminated employees, retroactive payments, adjustments for overpayments, refunds and third party payments. Input and edit adjustment files, payroll advance and garnishments.
- Prepare monthly, quarterly and annual reports for Federal and State withholding taxes, Social Security taxes, Unemployment taxes, Worker's Compensation and third party payments
- Make timely withholding deposits to taxing authorities in accordance with applicable laws and regulations
- Responsible for payroll system purposes
- Calculate and pay all payroll liabilities such as mandatory deductions, fringe benefits and voluntary deductions
- Administer PERS according to rules and regulations
- Reconcile year end payroll and issue W-2 forms
- Reconcile Payroll liabilities to General Ledger

Statement of Positive Outcomes:

- Component districts using these services experience a high standard of customer service and quality

Printing & Graphic Services

Printing and Graphic Services provides a full range of printing and graphic services. Districts are given the option to use their allocation for materials as well as labor costs.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Comprehensive conceptual, design, printing and bindery for a variety of projects
- Experience in working with education customers with special attention to the schools' communication goals
- Assemble document masters (hard copy or digital files) for efficient printing

Graphic Design/Desk-top publishing:

- Provide digital services including designing, electronic file troubleshooting, scanning, retouching photos and text formatting
- Access to an extensive library of agency photographs, logos and other digital images in a variety of formats to aid in designing items specifically for educators and education support staff
- Provide archiving of digital files for districts access to all their projects
- Provide practical desktop publishing tips to district staff as they prepare documents for printing

Digital 4-color process, black and spot color Offset printing; Digital Color and High Speed Black and White Copying, Wide Format Printing:

- Digital offset printing provides full color projects such as posters, brochures, newsletters, flyers, announcements, postcards, calendars, CD covers, and certificates. It also provides black and spot color projects such as forms, student folders, envelopes, letterhead, business cards and commencement programs.
- Produce short run full-color pieces on high quality digital color copier such as report covers, posters, note cards and business cards
- Black and white digital copying for a variety of pieces from business cards, manuals with tabs, forms, flyers, newsletters and booklets
- Wide format printing of posters, banners, architectural drawings, back lit displays; black and white, spot and full color; 44" width and up to 59' in length; printing on regular bond, vinyl, polypropylene plastic or translucent stock

Binding and Finishing:

- Assembling, folding, trimming, collating, stapling and padding
- Custom finishes to papers such as tab cuts with mylar reinforcement
- Laminating, score/perf, pocket folder assembly and spiral/wire-o & perfect binding

(continued on next page)

**Printing & Graphics Services
(Continued)**

Description of Services (continued):

Other Services:

- Resolution Fund tracking by district
- Centralized cost history for large projects
- Variety of delivery methods
- Order paper only (with no printing) – special paper at a volume price
- Brokering economical printing for pieces that exceed the limits of the MESD Print Shop

Statement of Positive Outcomes:

- Reliable, cost-effective services to districts
- Familiar with the entire range of education-related print and reproduction needs
- Works with all types of files as well as trouble shoot files provided by districts to make them print-ready
- Offer low-cost alternatives when estimating project costs due to depth of experience in the education field
- Works with the latest in desktop publishing and digital imaging software, yet can adapt to customers who are using less current applications
- Provides any component along the design-to-print continuum
- Maintains relationships with a wide variety of vendors who can provide specialized services not provided at the MESD Print Shop

SB 1149 Energy Projects – Fiscal Agent Public Purpose Funds for Schools

The Oregon Legislature passed Senate Bill 1149 and went into effect on March 1, 2002, introducing competition into the retail electricity market of Oregon's two largest utilities, Portland General Electric and PacifiCorp. It provides that PGE and PacifiCorp must collect a public-purpose charge from consumers within their service areas that is equal to three percent of the total revenues from electricity services. Ten percent of these public purpose funds must go towards energy efficiency efforts in public schools within their service areas. The administration of the school public purpose funds is being facilitated by the Oregon Department of Energy in cooperation with Education Service Districts and individual school districts. MESD is the fiscal agent for dispensing of those funds to component school districts per state requirements. An eligible school site includes any public school facility whose average daily membership is included at the component district and/or Education Service District by the Oregon Department of Education and is within Portland General Electric or PacifiCorp territory. Component districts shall submit a copy of the electric company billing statement for each eligible school site to the Oregon Department of Energy by October 1 of each year beginning in 2001.

Funding Option(s): MESD is Fiscal Agent (Agency Pass-through-Funds)

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Business Office collects and accounts for program revenues from participating energy providers
- Review of claims from component districts
- Acts as fiscal agent for the funds

Statement of Positive Outcomes:

- MESD complies with Oregon Law and provides local fiscal agent service for component districts

School Announcement Closure Network FlashAlertNewswire.net

MESD contracts with FlashAlertNewswire.net each year for the ESD and component districts to support the interface between component districts and radio/television stations when emergency closures must be communicated to the public.

The network is intended to provide news media with accurate, time-sensitive information that impacts a large number of people. The system is also capable of distributing news releases on a broad basis to regional and statewide media. This service allows component districts to provide the media with information directly from any computer station or a web-enabled cell phone.

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

- FlashAlertNewswire.net provides to media news rooms and their websites information about schedule changes, criminal activities or other urgent information
- Updates are posted every 5 minutes and sent to news media websites
- Information automatically appears on their pages where the public can view it
- Non-urgent news releases go onto an archive webpage where it remains available to the media for one month
- Each component district has a page in the system to which it may link instead of needing to update its own home page during the early morning hours

Statement of Positive Outcomes:

- Parents and the community are notified of emergency closures in a timely and efficient manner
- Notification is faster than faxes and more accurate than phone calls
- FlashAlertNewswire.net is redundant in that stations can see information as it is posted

Substitute Teacher TSPC Registration & Automated SubFinder Calling System

The Substitute Teacher TSPC Registration & Automated SubFinder Calling System (SubFinder) assist component districts by registering and training substitute teachers and other school staff in the use of the automated calling system and tracking licensure with the Teacher Standards and Practices Commission (TSPC) as appropriate.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Register users in the automated SubFinder calling system
- Verify TSPC license
- Complete documentation for employment:
 - Verification for employment in the United States (I-9 documentation)
 - Process fingerprint packets and/or Criminal History Verification of Applicants for Oregon Department of Education
- Training for SubFinder Calling System users
- Training in Bloodborne Pathogens
- Maintains database to ensure current licensure and availability of substitutes
- Respond to inquiries from substitutes and component districts on license status
- Assist parents in locating tutors
- Complete peer forms for substitute teacher
- Assist in locating long-term substitute applicants with specific endorsements
- Assist in filling unfilled jobs if a problem exists
- Adjust employee information for emergency absences as needed
- Train administrators and secretaries on the SubFinder system as requested
- Help desk assistance for substitutes and component districts using SubFinder system
- Collect information from component districts on employee and site information for entry to the SubFinder database
- Revise database as requested by administrators
- Hold user meetings to assure needs are being met
- Assist in processing of unemployment claims by verifying if a substitute indicated he/she was unavailable for work on a specific date

***Substitute Teacher TSPC Registration &
Automated SubFinder Calling System
(Continued)***

Statement of Positive Outcomes:

- Component districts do not need to:
 - verify TSPC license and complete substitute teacher PEER forms
 - collect and process employment documentation
 - track substitutes for availability and license validity
 - to process unemployment claims for substitutes
 - provide for initial and follow up Bloodborne Pathogen training
- Central calling system ensures that component districts are not in competition for the same substitutes
- Interface between SubTracker and SubFinder may provide for streamlined payroll and leave accrual processing

SubTracker IFAS Module

Business Services has licensed SubTracker, a module within the IFAS financial and Human Resource System, for use within the MESD. Component districts wishing to implement and use this module are required to participate in the cost for licensing the product (a one-time charge) as well as the ongoing annual maintenance costs

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Acts as an intermediary module between the Subfinder substitute system and IFAS
- SubTracker takes substitute time entries, as well as teacher leave entries generated from Subfinder, and adds appropriate account numbers and hour codes needed for time entry process in IFAS

Statement of Positive Outcomes:

- Saves considerable staff time and effort by eliminating paper timesheets, manual approvals and data entry into the payroll system
- Helps component districts be more efficient with their resources by automating what is currently a very manual and labor intensive temporary time capture process

Appendix

Appendix Documents

Board of Directors

2010-11 Internal Advisory Groups Organization Chart

Resolution 10-88 - Approval of the 2010-2011 Budget Calendar for 2011-2012

Instructional Services Advisory Committees

Advisory Committee Contacts List 2010-2011

Technology Services User and Advisory Groups



**Multnomah Education Service District
 2011-2012 Fiscal Year Proposed Budget
 Board of Directors**

BOARD OF DIRECTORS

CURRENT BOARD OF DIRECTORS:

Position	Board Member	Representing	Term Ends
One	Bernie Giusto	Zone 5	6/30/2013
Two	Sean Schafer, Vice Chair	At Large	6/30/2013
Three	Harry Ainsworth, Chair	Zone 2	6/30/2013
Four	Jean Haliski	Zone 4	6/30/2013
Five	Geri Washington	Zone 1	6/30/2011
Six	Mike Delman	At Large	6/30/2011
Seven	Kevin Spellman	Zone 3	6/30/2011

The primary mission of the Multnomah Education Services District is to furnish authorized services which support state and local efforts to provide an efficient and high quality educational opportunity for each public school student residing in the component districts of Multnomah County.

In fulfillment of this mission, an elected seven-member board establishes and oversees policies, employs staff and dedicates resources. The Board of Education is the governing body and is exclusively responsible for its public policies and accountable for fiscal oversight.

The Board recognizes its responsibility to the community whom they serve, and to provide benefits for which MESD was created. Accordingly, the Board adopts goals consistent with the legislated mission, roles, powers and duties of MESD. The development of such goals is essential to enable MESD to pursue its mission to assist component districts and the Oregon Department of Education in achieving Oregon’s educational goals by providing equitable, high quality, cost-effective and locally responsive educational services at a regional level.

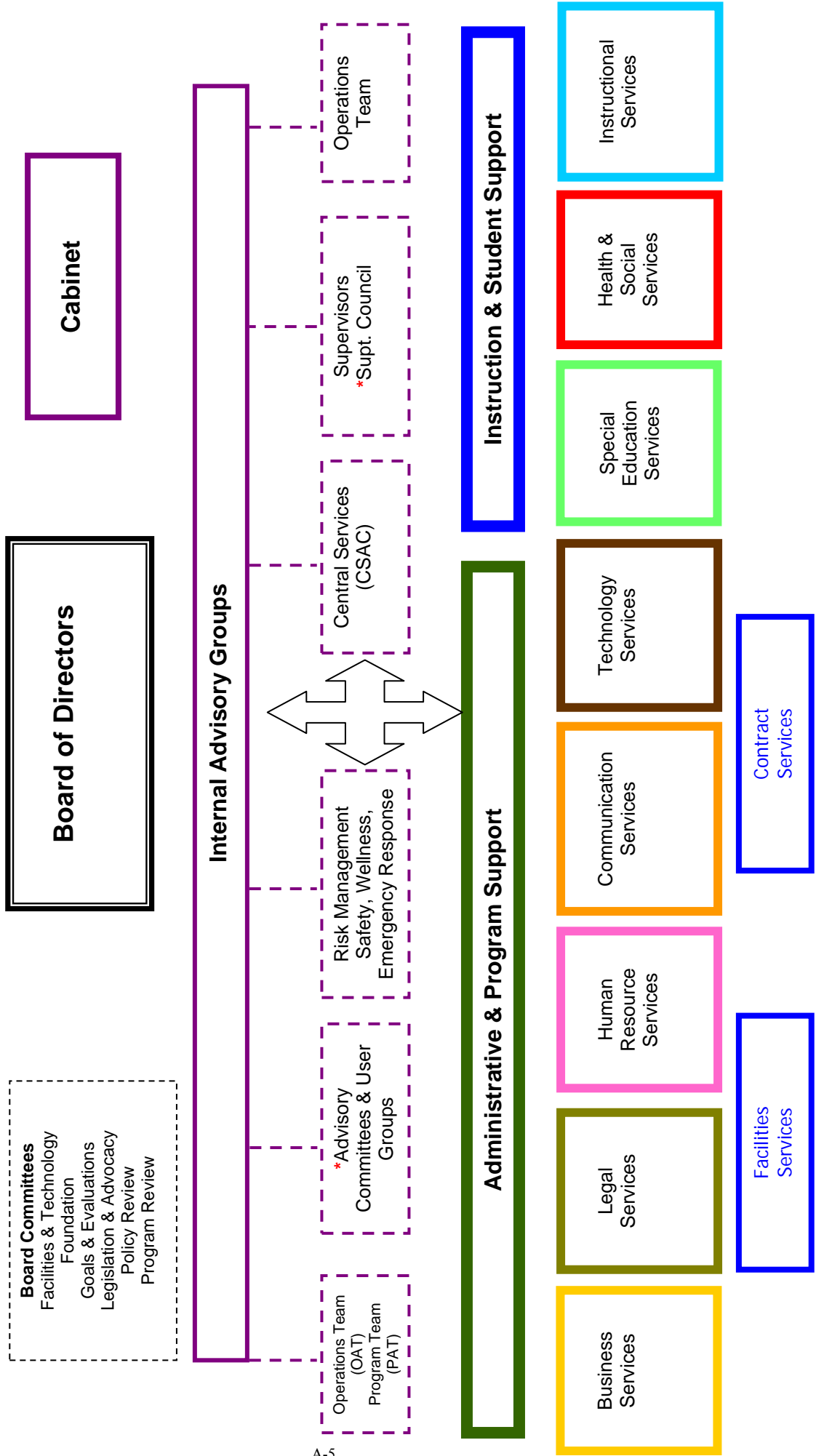
The Board holds public meetings once a month to consider, discuss and determine the direction of the MESD on a wide variety of issues.

**Multnomah Education Service District
2011-2012 Fiscal Year Proposed Budget
Board of Directors**

The meetings are held in the Board Room at the Multnomah Education Service District, 11611 NE Ainsworth Circle, Portland, Oregon, generally on the third Tuesday of each month. Special meetings, work sessions and executive sessions are held on occasion to discuss designated topics.

All voters living within the boundary of Multnomah County elect the Board members by zones to represent the entire MESD. Board members serve four-year terms without compensation and can be re-elected.

Multnomah Education Service District 2010-2011



RESOLUTION 10-88 – Approval of the 2010-2011 Budget Calendar for Development of the Fiscal Year 2011-2012 Budget

Background: Although the law does not require the adoption of a Budget Calendar by education service districts, there are certain legal requirements in the development of the budget. It is, therefore, in the best interest of the agency that the Board adopt the Budget Calendar as a guide for the orderly development of the proposed budget for the ensuing year.

The Superintendent recommends approval of this resolution:

WHEREAS, a Budget Calendar is desirable as a guide for the orderly development of the proposed budget for the ensuing fiscal year; and

NOW THEREFORE BE IT RESOLVED, that the Multnomah Education Service District Board of Directors approved the 2010-2011 Budget Calendar for the Development of the Fiscal Year 2011-2012 Budget.

Board Action Taken July 1, 2010:

Motion: Director Delman moved to approve Resolution 10-88. Director Schafer seconded the motion.

Action: The motion carried with Directors Ainsworth, Delman, Giusto, Haliski, Schafer, Spellman and Washington voting aye. Motion passed 7-0.

MULTNOMAH ESD 2010-2011 CALENDAR FOR FY 2011-2012 BUDGET

2010	WHEN	ACTION
July 1	Board Meeting	By Resolution: Adopt the 2010-2011 Budget Calendar for 2011-2012
August 17	Board Meeting	By Resolution: Approved Amended 2010-2011 Budget By Resolution: Set Budget and Planning Parameters for 2011-2012 Presentation: Talbot, Korvola & Warwick – Audit Overview and Process
December 21	Board Meeting	By Resolution: Approved 2011-2012 Local Service Plan Presentation: Talbot, Korvola & Warwick – Delivery of Audit Report
<u>2011</u>		
February 16		Publish: First Advertisement of Budget Committee Meeting in Oregonian and FlashAlert (ORS 294.401)
March 1	Board Work Session	Develop: fund level revenue and expenditure projections Legal Deadline: Approval by Resolution by Component Districts' Board of 2011-2012 Local Service Plan (ORS 334.175(5)(b)/ OAR 581-024-0285(2))
March 2	Board Work Session	Develop: department level revenue and expenditure projections
March 4		Publish: Second Advertisement of Budget Committee Meeting in Oregonian and FlashAlert (ORS 294.401)
March 8	Board Work Session	Reconcile: projections and questions
March 15	Board Meeting Budget Committee	Elect: Budget Committee Chair Superintendent: Budget Message Delivered (ORS 294.401) Deliver to Committee: Budget Document and make available to Public (ORS 294.401) By Resolution: Approval of Budget Document and Ad Valorem Property Taxes for All Funds (ORS 294.406)
April 15		Legal Deadline: Submission of Approved Budget Document to Tax Supervising and Conservation Commission (TSCC) (ORS 294.635)
May 2		Publish: Public Notice of TSCC Hearing in Oregonian and FlashAlert (ORS 294.421)
May 17	TSCC Hearing Board Meeting	Tentative: Date Set by TSCC (ORS 294.430) By Resolution: Board Acts on TSCC Recommendations By Resolution: Board Adopts the Budget (ORS 294.435) By Resolution: Board Makes Appropriations (ORS 294.435) By Resolution: Board Categorizes and Declares the Levy (ORS 294.435)
June 21	Board Meeting	By Resolution: Approval of Transfers of Appropriation and Appropriations for All Funds for Fiscal Year 2010-2011
July 15		Legal Deadline: Certification of Tax Levy to County Assessor (ORS 334.285)

Instructional Services Advisory Committees

Meeting Times:

Alpha: 4th Thursday of the month from 2-3pm (no Dec. meeting)

Helensview: 2nd Wednesday of the month from 2:30-3:30pm

Outdoor School: 3rd Wednesday of the month at 4:30pm

Instructional Services: 1st Wednesday of the month from 1-3pm

Curriculum and Instruction: 1st Friday of the month from 8:30-1130am

District	Alpha High School/ Turnaround	Helensview High School/ Turnaround	Instructional Services	Outdoor School	Curriculum and Instruction
MESD Staff	Peter Kane	Kris Persson	Kelvin Webster	Dan Prince	Kelvin Webster Judy Custy
Centennial	Mark Porterfield Mike DeBoer Patrick O'Brien	Patrick O'Brien	Lori Silverman	Cheryl Williamson	Cheryl Williamson
Corbett	Randi Trani Sheri Dunton		Dee Dee Hanes	Desiree Chiu	
David Douglas	Ed Knowles	Ed Knowles	Barbara Kienle	Cheryl Bland	Derek Edens Brooke O'Neill
Gresham-Barlow	Scott Lipner David Atherton Elizabeth Larsen Neilia Collins	Tim Drilling Nealia Collins	Janell Black	Jim Schlachter Jennifer Sorcinelli Kristin Wilson	Tim Drilling Teresa Ketelsen James Hiu Anita Harris
Parkrose	Michelle Markle	Michelle Markall	Kathy Keim-Robinson	Molly Davies	Yuki Monteith
Portland		Fred Boggan Carla Gay	Carla Gay	David Wierth	Marcia Arganbright David Wood Ewan Brawley Lorrie Harris Melissa Goff
Reynolds		Pamela Cunningham Tricia Curley	Rick Bowman	Gary Schuh	Joyce Henstrand Amy Jackson Tony Mann
Riverdale			Kathy Jacobsen	Todd Migchelbrink- Brian Black	Kate Wray

Advisory Committees Contact List 2010-2011

Name	Title	Address	Phone	Fax	email
Lori Silverman Konnie Nunez Secretary	Director of Student Services	Centennial School District 18135 SE Brooklyn Portland, OR 97236	503-762-3630 503-762-3631	503-762-3689	lori_silverman@centennial.k12.or.us konnie_nunez@centennial.k12.or.us
Barbara Bolstad	Special Education Director	Clackamas ESD 13455 SE 9 th Avenue Clackamas, OR 97015	503-675-4150		bbolstad@clackesd.k12.or.us
C. Roberta Weber Dorothy Gillies, Secretary	Director	Columbia Regional Program 8333 NE 74 th Portland OR 97213	503-916-5570 x78332	503-916-5576	rweber@pps.k12.or.us dgillies@pps.k12.or.us
Dee Dee Hanes	Special Education Director	Corbett School District 35800 E Hist Columbia River Hwy Corbett, OR 97019	503-695-3636 x277		dhanes@corbett.k12.or.us
Barbara Kienle Elaine Benefield Secretary	Director of Student Services	David Douglas School District 1500 SE 130 th Ave Portland, OR 97233	503-261-8207 503-261-8209	503-261-0131	Barbara_kienle@ddouglas.k12.or.us elaine_benefield@ddouglas.k12.or.us
Terri Lloyd	Administrative Assistant	Estacada School District 255 NE 6 th Avenue Estacada, OR 97023	503-630-6871 Ext. 2904	503-630-8513	lloyd@estacada.k12.or.us
Pia Leonard	Director, Human Resources and Instructional Services	Gladstone School District 17789 Webster Road Gladstone, OR 97027-1498	503-655-2777	503-655-5201	leonardp@gladstone.k12.or.us
Janell Black Laurie Miller, Secretary	Director of Student Support Services	Gresham-Barlow School District 2065 NE Division Gresham, OR 97030	503-465-1309 503-491-2701	503-491-2721	janell_black@gbds.gresham.k12.or.us laurie_miller@gbds.gresham.k12.or.us
Jill Daniels	Program Manager School-Based Health Center	Multnomah County Health Dept 426 SW Stark, 8 th Floor Portland, OR 97204	503-988-4424 x29751	503-988-4464	jill.a.daniels@co.multnomah.or.us
Kathy Keim-Robinson Julie Knoles Secretary	Director, Student Services	Parkrose School District 10636 NE Prescott St Portland, OR 97220	503-408-2118 503-408-2143	503-408-2140	kathy_keimrob@parkrose.k12.or.us julie_knoles@parkrose.k12.or.us
Carla Gay	Education Options	Portland Public Schools PO Box 3107 Portland, OR 97208-3107	503-916-3812		cgay@pps.k12.or.us
Jennifer Jackson Robin, Secretary Megan Melady	Interim Director, Special Education School Health Services Coordinator	Portland Public Schools Portland Public Schools	503-916-3446 503-916-3297 503-916-3036	503-916-3194	jjackson@pps.k12.or.us mmelady@pps.k12.or.us
Pam Cunningham Cheryl Ragan, Secretary	Interim Director of Student Services	Reynolds School District 1204 NE 201 st Ave Fairview, OR 97024	503-661-7200 x3237	503-667-6932	rick_bowman@reynolds.k12.or.us Cheryl_ragan@reynolds.k12.or.us
Sue Jonson Kathy Jacobsen (503-679-9236 – cell)	Director, Special Education	Riverdale School District 11733 SW Breyman Ave Portland, OR 97219	503-636-4511 503-636-8611	503-635-7534 503-635-6342	sjonson@riverdale.k12.or.us kiacobse@riverdale.k12.or.us
Beth Baynes	Director, Health & Social Services	Multnomah ESD	503-257-1733	503-257-1779	bbaynes@mesd.k12.or.us

Advisory Committees Contact List 2010-2011

Eileen Ellis, <i>Secretary</i> Nancy Anderson Linda Ford, <i>Secretary</i> Kelvin Webster Jodi Seaburn, <i>Secretary</i>	Director, Special Education Director, Instructional Services	11611 NE Ainsworth Circle Portland, OR 97220 Multnomah ESD Multnomah ESD	503-257-1739 503-262-4101 503-257-1666 503-257-1696 503-257-1651	503-257-1583	ellis@mesd.k12.or.us nanderso@mesd.k12.or.us lford@mesd.k12.or.us kwebster@mesd.k12.or.us jseaburn@mesd.k12.or.us
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Advisory Committees Contact List 2010-2011

Additional Members / Information Only / Supervisors:

Name	Title	Address	Phone	Fax	email
Jeanne Zuniga John Lynch <i>Secretary</i>	Coordinator, Functional Living Skills	MESD	503-257-1674 503-257-1661	503-257-1583	izuniga@mesd.k12.or.us jlynch@mesd.k12.or.us
Pat Moffitt	Coordinator, Early Childhood	MESD	503-262-4123	503-257-1583	pmoffitt@mesd.k12.or.us
Jan Hootman	Coordinator, Health Services	MESD	503-257-1737	503-257-1779	jhootman@mesd.k12.or.us
Sara Ellis	Supervisor, Social Services	MESD	503-257-1770	503-257-1583	sellis@mesd.k12.or.us
Patty Campbell	Supervisor, Health Services	MESD	503-257-1643	503-257-1779	pcampbel@mesd.k12.or.us
Jeanne Fratto	Supervisor, Health Services	MESD	503-257-1738	503-257-1779	ifratto@mesd.k12.or.us
Ann Vrabel	Supervisor, Health Services	MESD	503-257-1611	503-257-1779	avrabel@mesd.k12.or.us
Cheryl Weaver	Supervisor, Health Services	MESD	503-257-1776	503-257-1779	cweaver@mesd.k12.or.us
Christy Fawcett	Supervisor, Health Services	MESD	503-257-1729	503-257-1779	cfawcett@mesd.k12.or.us
Sandra Peterson	Supervisor, Social Services	MESD	503-257-1615	503-257-1779	speterso@mesd.k12.or.us
Rob Abrams	Project Director-SAMHSA	MESD-Wraparound Oregon: EC	503-257-1708	503-257-1583	rabrams@mesd.k12.or.us
Barbara Jorgensen	Chief Program Officer	MESD	503-257-1616	503-257-1525	bjorgens@mesd.k12.or.us
Naomi Bledsoe	Public Information Specialist-WAO:EC	MESD	503-257-1728	503-257-1583	nbledsoe@mesd.k12.or.us
Leanne Dooley	Administrator	MCHD School/Community Dental Health Program 10317 East Burnside, 2 nd Floor Portland OR 97216	503-988-3905 x4482	503-988-6240	

Technology Services User and Advisory Groups

Student Applications User Committee

Corbett	Randy Trani
Centennial	Percival De Oliveira, Sam Breyer, Mathew Thiel
David Douglas	John May
Gresham- Barlow	Darrin King
Parkrose	Christine Blouke
Portland	Marita Ingalsbe, Stacey Partin
Reynolds	Patty Carrerra
Riverdale	Dale Petersen

IFAS Leadership Team

Corbett	Randy Trani
Centennial	Rick Larson, Rich Shultz
David Douglas	Janice Essenberg, Ken Richardson, Keith Seher
Gresham- Barlow	Jerry Jones, Steve Lewis,
Parkrose	Mary Larson, David McKay
Reynolds	Chuck Rhoads, Jennifer Ellis, Cynthia Le
MESD	Kelly Schwartz, Bob Sesnon

Business Services User Group (Open to all IFAS users from district central offices)

Centennial	JoNell McClary, Tami Virell, Betty LaGrow
Corbett	Robin Lindeen-Blakeley
David Douglas	Ann-Marie Rears, Darcy Powers, Jane Whitehead
Gresham-Barlow	Gina Sanstrum, Lynne Hill, Bonny Brown, Cheryl Harris
Parkrose	Chris Gibb, Mary King
Reynolds	Cynthia Le, Dawna Burke, Kathy Woodburn, Julie Beachell

Network Services Advisory Committee

Centennial	Percival De Oliveira
Corbett	Derek Jaques
David Douglas	Keith Seher, Shay Smith
Gresham-Barlow	Chris Frazee, Bill DeWitz
Parkrose	Christine Blouke
Reynolds	Jeff Thompson, Greg Pietz
Riverdale	Dale Petersen